

The School Journal.

Entered at the New York Post Office for transmission through the mails as SECOND CLASS MATTER.

Established 1870.

The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

TERMS.

\$2.50 per year; \$2.00 a year if paid in advance.

E. L. KELLOGG & CO., Educational Publishers,
21 PARK PLACE, NEW YORK.

CONTENTS OF THIS NUMBER.

EDITORIAL.....Page	A Little Boys Wants.....40
New and Old.....35	Two Kinds of Foolishness.....40
Character Educates.....35	News of the Week.....40
Reading Advertisements.....38	Golden Thoughts.....40
The Status of the County	EDUCATIONAL NOTES.
Institute.....36	New York City.....41
Too Many Subjects at a	Elsewhere.....41
Time.....37	Foreign.....41
Questions to Discuss.....37	LETTERS.....43
Reading of Children.....37	EDUC. MISCELLANY.
THE SCHOOL-ROOM.	Courses of Study.....42
Class Room Helps.....38	Pictures in School Books.....42
Penning and Penmanship.....38	Ancient Works.....42
Lesson in Reading.....38	History of the Alphabet.....42
Talks with Children.....38	Graphite or Black-Lead.....43
Points in Common Polite- ness.....39	Storage Battery Light.....43
What Studies?.....39	BOOK DEPT.
Memorial Days.....39	New Books.....44

New York, January 19, 1884.

WE continue to receive words of cheer as letters pour in. "Best wishes for the new year" they find time to add. Thanks, good friends. Not one of these expressions is lost.

EMERSON says, "Economy consists in a wise expenditure of money." It is not spending none at all. It is not economy to have a poor school-house; it is not economy to have no suitable books or apparatus; and it is the poorest economy of all to have a poor teacher. One with large acquirements is more economical than one with narrow attainments; one with skill is more economical than a raw hand.

It is easy to find men and women to perform the work of the school-room. The multitude content themselves with doing the labor in a most common-place way. They forget in the progress of a few months the high ambition they had to perfect the growth of human souls. They settle down like the horse in the mill, and drudge along, with little love for the occupation. It is not pay that is in the way, although that will be put forward as an excuse. When President Lincoln was asked by a delegation to put an abler general at the head of the army at Fredericksburg, he said: "But where shall I find one; that is what puzzles me." Double the salary to-day, and you would not double the teaching skill. It is not easy to find those who have God-bestowed gifts as teachers.

THE teacher—does he use bad grammar? Not stopping to prove whether there is such

a thing as bad grammar or not (for grammarians are not agreed,) it may be assumed that there is. We find the teachers far from perfect in their use of the English language. Here is a young man who has gone from his infancy into a city public school and into the city college, and yet he pronounces *law* as *lor*, and insists that he never heard it pronounced otherwise. But the more popular error is, "I seen you when you done it." It is almost equal to the African English, "I done gone told you so." Let the teacher, teach good and pure English; not that of the streets, but that of polite life. If all the teachers were to conspire to do this, the next generation would all pronounce alike, and we should be a homogeneous nation.

NEW AND OLD.

Some say the New Education is not new. The Solons and Solomons, themselves not new, think they discover aged and familiar principles and ideas in it. The owls of criticism, wise and otherwise, have viewed it and think they find in it schemes of Socrates, Rousseau, and Mann. What of it? Is it not evident that not all the old is good? Does not the master take a tame old song or story and utter it with such power and passion as to make of it a new creation and vivify and thrill our souls with new feeling? The Gospel is an old, old story, but in its rehearsals and adaptations to present needs it becomes ever new. Shakespeare's works are old stories re-told. Thus while the "New Education" has much in it that is old, its spirit and methods are so new that once prevailing, they will revolutionize and reform our schools and change matters so that both study and instruction will become natural and helpful. Out of the new movement are already springing a new class of teachers, new features in text-books, new appliances in the school-room, and above all, better than all, new spirit and aims in teaching, and a new atmosphere in and about the school-room. Industrial education, or the use of the hand for training the human faculties and powers, is receiving attention.

The principles and ideas involved in all these may be old; the application and energizing of them are new. The prophets and teachers of the New Education, not always being cool, contemplative beings, may now and then be swept, by their enthusiasm, out of strictly logical lines; but they come not to destroy but to fulfill the old laws of mind, and to give, possibly, now and then a new commandment.

No treatises can fully convey to the reader the spirit and methods of these new teachers. It is not in drawing, music, word-method, language lessons, or any namable method, we shall find that which is the chief new thing, but in the teacher who becomes the center and circumference of the system, the life and inspiration of the school. Those who would know of the truth, must do it—they must practically try the methods of the New Education.

CHARACTER EDUCATES.

In enumerating the means by which the teacher educates, that most powerful of forces—character—must not be omitted. Character is the summing up of the man. It is the substance of his mental and moral being. What another thinks him to be is not character. Put together his desires, aspirations, principles, beliefs, motives, passions, affections, and you have his character. It is what a man is. And if his character is built of good materials it will powerfully impress others.

The pupil enters the school-room to receive information, training; to render him successful and apt in using the knowledge, and influences that will develop his character. This is teaching of the highest and best sort. It lasts when knowledge perishes. But no teacher can unfold the character of his pupils unless he puts forth the proper means. He must daily employ those agencies that will cause this commanding power to emerge from the recesses of the pupil's mind, as the statue leaves the shapeless marble, and stands forth, as the concentration of all that is best and strongest in him. It must be noticed that it is character that produces character. He who would impress character upon others must possess one himself—not reputation simply.

Talking about character, the need of it, etc., will not describe it, nor will it occasion its development. Christ was what he wanted his disciples to be, and that teacher who would see his pupils possess a noble character must himself rejoice in the possession of one; for it is that something that acts when the man is present—it requires his presence only. It is a force that operates with precision. It cannot be explained, but it is felt. The pupil feeling the effect on him daily of this influence, is conscious of its daily growth in him also. And it must be noticed also that a strong and pure character will produce such. "Like will beget like" is an axiom. The influences of the pure run like crystal streams from the mountain down into the vale. What the teacher is the pupil will be, and, therefore, the teacher should be a pattern of justice, of honesty, of taking things at their true worth, of an even disposition, of unquenchable ambition, of unvarying purposes, of high motives, of persistent industry, of continual acquirement, and of habitual self-respect. The teacher is watched with remarkable eyes. If he has a vice, a weakness, a meanness, a shuffling manner, hollowiness, insincerity or hypocrisy, let him be sure it will be known, and, worse than all, copied. Better for him that a mill-stone were tied about his neck than that he continue in the school-room.

There are scores of teachers who day by day do things that cause their pupils to despise them. Some play the buffoon, some are slave-drivers, many an unfortunate pupil winces under the heavy lash of their tongues; some pretend to know all things,

some to be exceedingly smart. In all these ways the teacher loses caste, and consequently cannot develop character. "Character is nature in its highest form." He who would unfold it in others must do it as the early settlers of this country did in respect to seeds; the teacher must plant his own pure and undefiled character in the hearts and minds of his pupils, and it will bring forth a hundred-fold.

READING ADVERTISEMENTS.—A large-minded man reads the advertisements in his newspaper; a narrow man skips them. For there is solid value in the advertisements. For our part, when we want to know what there is new, valuable or strange, we turn to the advertisements.

It has been frequently said that it pays to advertise. If this be so, it is equally true that it pays to read advertisements; those who do not understand this miss half the usefulness of their papers. Business men advertise because they have something to sell which they believe the public want to buy. On the other hand, the public have a thousand wants to supply; they are making continual search and inquiry for this, that, or the other article or contrivance, when all the time the identical thing they are looking for is, perhaps, offered for sale in the advertisement columns of the paper whose reading matter they peruse so regularly.

The fast multiplying discoveries and inventions of the times lead directly to better and more economical ways and means in practical life and work, so that what was expensive and impracticable yesterday, may be, to-morrow, within the reach of all—simplified and made many-fold useful; and as soon as this is accomplished it is sure to be advertised. No doubt many worthless things are advertised as well as good ones; but this doesn't pay; people soon find out a humbug, and the seller of it loses his money. It is a mistake to suppose that poor things can be sold by advertising them. Only good ones can be—that is, in large quantities.

It is a curious illustration of the constant activity of the human mind that when the average man begins to feel the need, in his work, of any tool, instrument, or book, it is highly probable that thousands of others have already felt the same; and that manufacturers or publishers, perceiving that need, have already put upon the market something to meet it. Their first step, then, is to let the public know, through the medium of advertising. Hence the advertising page is really an index of the progress and thought of the times. And then what pains the advertiser takes to tell in the clearest manner possible what his article is good for. Advertisements are always well written.

POLITENESS must be taught by practice, as well as by precept. The teacher should see that the children always return thanks for favors received, that they do not interrupt each other, that they ask to be excused when obliged to pass before people, that they do not snatch things or crowd to be first. Tell them why these things are impolite. Instill into them the true spirit of politeness which is unselfishness. Children have an unbounded admiration for heroes; tell them stories of heroic deeds and show them that the motive which prompted their action, was pure unselfishness. Show them how they can cultivate the same spirit in little things. Stories are of very great assistance in such work; glean suitable ones from every source.

The complaint increases that candidates present themselves for admission to college who are disgracefully deficient in the rudiments of an ordinary English education. This is a serious indictment of the common schools of which we boast so loudly. Evidently the "Quincy method" has not yet been universally applied.—*The Examiner*. [It is quite evident that the writer of the above has not a preference for Boston; he could easily learn in that city that there was nothing in the "Quincy method." Yet they generally still believe in them.—*Ed.*]

For the SCHOOL JOURNAL.

THE STATUS OF THE COUNTY INSTITUTE.

By JOHN OGDEN, Washington, D. C.

Much of the available force of the county institute is wasted, in consequence of a lack of system, and proper connection with the regular normal school work of a state.

The objects of the institute and the normal school are one and the same; and it needs but a glance to see that they can be so associated, as greatly to enhance the value of each.

Take, for example, the State of New York, where there are nine or ten good normal schools, most, if not all of them, doing a large share of academic work, notwithstanding the order abolishing these departments, in order that this work should be done in the common school, academy or college, where it more properly belongs.

These normal schools as now organized and managed, reach effectively, but a small part of the great army of teachers in the state. They also devote but a small proportionate part of their time and energies to purely professional work, in consequence, no doubt of the poorly prepared material with which they are supplied from the other schools of the state.

These state normal schools, are provided, I believe, with uniform courses of study and practice, though the actual workings out of these courses in the different schools, bear but slight resemblance to each other.

Many of them are doing good work, for the kind; but it falls far short of meeting the public demand, or of what could be done, with a uniform course, largely professional character, based upon the true principles of Pedagogy, and backed up by a thorough organization of the county institute on the same course, to work up the crude material all over the state, either for admission to the state normal school, or for the actual work of teaching.

For this purpose these institutes should continue their regular sessions from four to six weeks and should be organized to do both academic and professional work in the most approved manner. The former should be largely the review of school studies, and all in the direct line of normal school work. The institute should be provided with an efficient corps of instruction and made free to all bonafide teachers of the state. The average length of the courses of study in the normal schools is about three years, including the academic or preparatory work.

Now let us suppose that a general course of study and practice, corresponding to the two or three years normal course, be adopted for the institutes, and that all teachers in the state who are in their pupilage, be graded and classified by this course; so that the work done in these institute or elsewhere shall be considered on this course after a due examination by a competent *Board of Teachers* appointed for this work. *TEACHERS*, not doctors and lawyers, not tailors and shoemakers, not turners and the like, (this last is somewhat suggestive,) nor yet politicians and office seekers, but *TEACHERS* whose whole *soul, body and estate* are in this work, and *IN TO STAY*, not making it a stepping stone to something lower, (there is nothing higher) but life teachers that have seen service. Plenty of such can be found, now-a-days, in every country. Much depends upon the right men at this point. A failure here will weaken the whole system. It will be felt all along the line.

The duties of this board might be merely recommendatory to a state board, or to the faculty of the state normal school within the district, or wherever the pupil teachers are expected to enter for completing whatever may be lacking in their qualifications, either for teacher or for applicants to the higher courses of the normal school.

Let all institute members be graded on this course, so that there may be at least three grades or sections, corresponding to similar grades or sections in the normal school; and let promotion be made in each, on the completion of the work assigned

and not on the time spent. This will give all an equal chance.

The first year's work in the institute might be made to correspond to the first term in the normal school, either more or less, and the second and third year's work in the institute, to corresponding terms in the normal school, either in the preparatory, junior or senior classes, according to grades of advancement in each.

This will give ample time for any who may wish to review,—or even to take advanced studies, if they desired,—to bring up their studies, and be ready for promotions at stated intervals; or, in case of failure from any cause, the candidate could be continued on the same roll for another period, or until such time as when the promotion can be made with safety, let it be long or short.

This process could be continued from year to year, till the whole contemplated course could be finished, or until such time as the candidate is prepared to enter some advanced class in the normal school, or to "take orders" as a regular teacher, as before suggested.

This would require a little longer time to graduate in any of the courses in the normal school; but the advantages of reduced expenses, and added experience in practical teaching would more than compensate for the additional time.

In this way the institute becomes an integral part, and an efficient auxiliary of the normal school; or, in other words, a part *defacto*, of the system of public instruction, where it rightfully belongs, not only lessening the expense, both to the state and to the pupil teacher, in that he is allowed to pay his way in labor rendering an equivalent for instruction, and receiving, in turn, pay for his services—but it will increase the efficiency of the schools fourfold, both in the instruction received, and the teaching given, and immeasurably to the stability of the whole system of education.

A uniform course of instruction will, hereby, be secured to all teachers in the state, which will reappear in the schools of these teachers, multiplying their benefits, and awakening a true professional spirit among teachers, securing greater permanence in their employment; and—what will be regarded of greater moment still—an *increase in salary*, and a more equitable division of labor among the different grades.

These are only a few of the desirable objects that may be secured by uniting more firmly, and more practically, these two auxiliary forces in the cause of education. Is it not worth a trial?

TENNYSON.—Of this celebrated poet Carlyle wrote to Emerson, this "Alfred is one of the few British or Foreign Figures who are and remain beautiful to me—a true human soul, or an approximation thereto, to whom your own soul can say, Brother! . . . A man solitary and sad, dwelling in an element of gloom—carrying a bit of Chaos about him, in short, which he is manufacturing into Cosmos. . . . He lives, now here, now there; the family always within reach of London, never in it. . . . One of the finest looking men in the world. A great shock of rough, dusty-dark hair; bright-laughing hazel eyes; massive aquiline face, most massive yet most delicate; of shallow-brown complexion, almost Indian looking; clothes cynically loose, free-and-easy; smokes infinite tobacco. His voice is musical metallic, fit for loud laughter and piercing wail, and all that may lie between; speech and speculation free and plenteous; I do not meet in these late decades, such company over a pipe! We shall see what he will grow to. He is often unwell; very chaotic—his way is though Chaos and the Bottomless and Pathless; not handy for making out many miles upon."

THOUSANDS of teachers are as well qualified to train the mental faculties as the butcher is to perform a delicate surgical operation.

Inattention on the part of the pupil is due to lack of energy on the part of the teacher. Cultivate the art of being impressive.

* See course of Institute work, now in course of preparation.

For the SCHOOL JOURNAL.

TOO MANY SUBJECTS AT A TIME.

A very common complaint against city and graded schools all over the land, is that too many subjects are studied at one time. A writer in the *Science Monthly* exclaims:

"Think of an undeveloped brain getting up book-knowledge on ten different subjects all the same day, and this going on day after day for years! It is altogether contrary to the principles of a sound psychology to imagine that any sort of mental process, worthy of the name of thinking, can take place in that brain while that is going on. The natural tendency of a good brain at that age to be inquisitive and receptive is glutted to more than satiety. The natural process of building up a fabric of mental completeness by having each new fact and observation looked at in different ways, and having it suggest other facts and ideas, and then settle down as a part of the regular furniture of the mind, cannot possibly go on where new facts are shoveled in by the hundred day by day. The effect of this is bad on boys, but is worse on girls, because it is more alien to their mental constitution. The effect on them of this unnatural process is to exhaust the nervous power at the time, and to leave the brain afterward filled with useless things that are soon forgotten and pass away."

This is an extreme statement, but as it seems to be honestly made by good medical authority, let us look into it a little. "Ten different subjects in one day—and day after day."

Now, suppose, dear critic, you have just arisen from what you call a very frugal dinner? You have had only one kind of soup, a roast, some vegetables and dessert. Yes, only four dishes; it may seem at first simple enough. But what did the cook and waitress really put on the table? One soup made of beef, onion, thyme, sage, barley, pepper, salt, and the remnants of yesterday's "stock." One roast turkey with a miscellaneous stuffing, and cranberry sauce; boiled potatoes, cauliflower and macaroni, with butter, milk and grated cheese, assorted pickles and condiments; a boiled pudding containing flour, sugar, raisins, currants, citron, suet, several spices and baking powder; with sauce containing eggs, butter, wine, more spices and sugar; black coffee, more or less bread would usually be included also. Here are thirty different articles, and a rigid analysis might double the number.

Now, condense the articles somewhat, and what did you really have for dinner? These ten articles: Soup, meat, vegetables, macaroni, cranberries, bread, butter, spices and condiments, pudding and coffee. Even a cook might condense these into the three formal courses of soup, roast and dessert.

But as you gather round the evening lamp, what sort of study has your daughter brought to the table? "Ten different subjects all the same day!" Here's mental dyspepsia, surely. Let us see: "Written Arithmetic, mental arithmetic, reading, music, composition, spelling and penmanship, descriptive geography, U. S. History and 'How Plants Grow.'" Of these the first two come under "Number"; the next five under "Language," and the last three under "Matter and Men"—three main subjects instead of ten. Now all possible subjects of study can be classified under these three natural divisions.

Thus mental and written arithmetic are more generally united in principle and under number, and the use of separate books is only made for convenience. Reading in this grade, under a good teacher, is a relaxation instead of a bore, as the beauties of literature are now generally studied in connection with reading, and an insensible foundation of an easy style and good taste laid. Music is the language of the soul and heart, and for the few minutes of its daily indulgence should never be fatiguing. Composition is mainly an easy putting together of the thoughts in language that have been naturally acquired by long spelling, and writing, and reading, and these last three being largely incidental at this stage, and far from being main

studies; while of geography, history and botany we can say that, if suitable teaching has preceded them, they are only classified object studies, and a knowledge of them is often largely obtained by a judicious reading of books and papers, and the intelligent talk of friends, instead of by intense application.

Hence, the nervous break-down of boys and girls is not altogether chargeable to "too many subjects." No; if a judicious selection is made, a large number of different branches of study can be pursued at different times as being correlated to each other, and thereby relieving the mind by a pleasant change. From this point of view, to say nothing of the mechanical conveniences to the teacher of the usual arrangement, can we not say of variety in study, if properly pursued, exactly what our critic claims? "The natural process of building up a fabric of mental completeness is by having each new fact and observation looked at in different ways, and having it suggest other facts and ideas, and then settle down as a part of the regular furniture of the mind."

Finally, it should be remembered that when "ten subjects," or even six, claim the attention of the pupil in practical school-life, they are usually heard on alternate days, or once or twice a week. Is not, then, the great mental stress attributed to too many subjects rather the result of poor ventilation and defective sanitary arrangements at school, and to an excess of home study; as a teacher fond of cramming could, by lengthening each one of a few lessons, cause as much wearing study as a half-dozen varying subjects would occasion.

The point is, not to dispute the fact that "a few things well learned are best" both for thoroughness and health; but that many relations of these "few things" can be, and often are, thoroughly and easily learned at the same time.

For the SCHOOL JOURNAL.

QUESTIONS TO DISCUSS.

The following can be put into the form of resolutions, if desired, and used at institutes and teachers' meetings:

1. How shall we work with Directors to the best advantage?
2. Recess, or no recess?
3. Six hours of school or five?
4. Friday afternoon "exercises" or not?
5. How best teach oral science in a mixed school?
6. How to get up an interest for reading good books and papers?
7. How to stimulate the observing powers of pupils?
8. To use or not to use set copy-books in teaching penmanship?
9. What notice to take of "holidays"?
10. Calisthenics in country schools?
11. How to use map-drawing the most practically?
12. Shortening the time given to arithmetic?
13. The teacher's duty regarding evening "parties" and sociables?
14. Ought a "preacher" to teach day-school?
15. The graduating system for country schools?
16. Making cabinets and school collections?
17. When, and for how long, should we hold the county institute?
18. Keeping after school?
19. Strengthening the memory?
20. Recess and noon supervision in country schools?

Be sparing of rewards and punishments. No reward should follow the performance of duty. Much praise makes children vain. Only when a scholar does something extraordinary, or a child of poor endowments is industrious and accomplishes something well, will words of praise incite him to further endeavor. Usually an expression of satisfaction from the teacher is sufficient. Punishment should only prevent wrong doing. If it must be frequent, care should be taken in regard to the choice of punishment. If a glance is enough, do not raise the finger; if the finger is enough there is no need of a birch rod.

THE READING OF CHILDREN.

The ruin wrought by bad fictitious literature is far beyond what is believed. Enough comes to light every day to show that the evil is at work. In Milwaukee, four lads—of whom the oldest was not over fifteen—were led by reading dime novels to organize themselves into a gang of freebooters. They secured an outfit and prepared to start for the West, where they intended to emulate the deeds of the noted cowboys and Buffalo Bill. They intended to start at midnight, but their plans were frustrated. They then set about plans for fires in different parts of the city.

Their plans were actually copied from the flashy literature they had read. After setting fire to various buildings in different parts of the city they were discovered, arrested and made to confess their crimes. These boys were the sons of thoroughly respectable parents, whose good influence had been counteracted by the stories they had read.

The work of the teacher and preacher is made null and void by the Dime Novel. There is plenty of good reading that is just as entertaining and not harmful. We have often urged the teachers not to ignore the influences which the news-stand exerts over his pupils, for they may surpass his own. It must be remembered that the boy believes these infamous tales to be true. They speak of theft, lying, burglary, and even the killing of people, as matters having no moral bearing whatever. Look out for this irresponsible literature.

THE *Tribune* says as to teachers in this city. "On the rolls of the Board of Education there stand at present the names of more than 400 applicants for vacant places, and the board has never been compelled to advertise for instructors. The principal of a school, whose duty it is to teach, not the pupils but the teachers, receives from \$1,000 to \$1,700 a year, according to the size of the school. If the number of pupils is 200 or less, the salary is \$1,000, and for every increase of 200 pupils, the salary is raised about \$100; but if the principal has been employed fourteen years, her salary is \$1,900 a year, no matter how large the school.

Teachers who serve under a principal—assistant teachers, they are called—receive from \$600, to \$1,000, or an average salary of \$600 a year after one year's experience in the schools, but the first year are paid only \$400. In the grammar schools an assistant teacher has charge of 35 pupils; in the primary schools of 50 pupils.

So it appears that the highest salary possible for a female principal is about \$36 a week, and for an assistant teacher about \$20 a week, and the average salary for a principal about \$36 a week, and of an assistant teacher about \$11 a week.

But small though the pay is, it is practically guaranteed as long as the recipient cares to earn it, or has the health to do so. A teacher in the public schools is not subject to the caprices of any individual, or any body of men, who may desire her removal. Once in, she is practically a fixture, as long as she chooses to stay and conducts herself properly.

To be appointed a teacher in the New York city schools, the candidate must be at least 18 years of age, and must apply for a license to the City Superintendent on the third Friday of the month. She must, further, bring with her a request signed by a commissioner of common schools, or by the chairman of a board of school trustees, or by a majority of the members of a board. She must produce, also, a certificate from the chairman or the majority of the board of trustees, stating that a vacancy exists, and that her moral character is unexceptionable. She must submit to an examination in reading, spelling, English grammar, United States history, English literature, arithmetic, algebra (through quadratic equations) plane geometry, descriptive astronomy, physics, zoology or physiology, and the principles and methods of teaching."

PROF. HUXLEY says that the cramming system of the present day renders the pupil conceited all the forenoon of life and stupid all the afternoon.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

CLASS ROOM HELPS.

By EDWARD E. SHELL, PH. D.

During the progress of a lesson it frequently happens that subjects are introduced which demand a more careful consideration than the limited time and the nature of the recitation will admit. Some historical personage or data may be met with in the reading lesson, a new or a foreign word is used in the arithmetic class, a river, a city, a work of art is mentioned during the grammar recitation. The teacher finds himself in a difficult position. The scholar asks for information respecting the new place, name or person, never before, perhaps, having heard of them; and it is a sign of a lamentable condition of a school if scholars do not ask. To pass the matter over without proper elucidation would be wrong, for the accumulation of *unknown* matter must be avoided; it oppresses the mind and clouds and retards the understanding of the regular lesson. Sometimes a few words will amply supply what is required, but quite as often such is not the case. To enter into a full explanation would be converting, say, the arithmetic lesson into a grammar lesson, which the time will not permit.

To overcome this difficulty I have had recourse to an expedient which has proved entirely satisfactory even in schools where no two studies were in charge of the same teacher. I have placed in each class-room a book into which all new matter which requires a fuller explanation than the time allotted to the regular lesson will permit, is carefully entered. The day and date is placed at the head of a page, and at the close of a day's recitations such a page may present an appearance something like this:

THURSDAY, JANUARY, 10TH, 1884.

GEOGRAPHY: ✓ A degree.—✓ Northwest Passage.
—Tiflis—Vasco-de-Gama.

HISTORY: ✓ Roundheads—✓ Orangemen.

ARITHMETIC: ✓ Geometrical progression.

ENGLISH: Paradoxical.

This page of the class book tells me that during the course of the day the words "a degree" and "Northwest Passage" have been entered to be more fully explained in the geography lesson, and the mark placed in front of these entries informs me that in the regular geography lesson the teacher has given to these words the attention which they may have required. The words Tiflis and Vasco-de-Gama not being checked off, I know that they were placed on the class book later in the day and after the regular geography lesson, and that consequently their explanation is deferred till the next lesson of that kind. And so forth.

But to achieve favorable results requires a conscientious use of the class book by the teacher. He must not fail to enter under its proper head whatever new foreign matter occurs during the lesson, and he must, immediately upon taking charge of his class, refer to book and inform himself whether there appears there anything which belongs to his own special department.

Moreover, if conscientiously used, this class book becomes an important educational factor. For, not only does it prevent the teacher from slighting any part of his work, but what is of equal value, it establishes a closer relationship between the different studies, multiplies the points of contact between them, makes one lesson a help to the other, and assists to combine the several insulated departments. It is well to make it a rule that the teacher who has made an entry in the class book shall refer to it in order to ascertain whether it has received attention. If he finds it checked off, he should return once more to the subject in order that this previously "unknown" matter find its proper place in connection with the lesson in which it first occurred. If, for example, the expression "northwest-passage" was met with in some story in the reading lesson, and after it has been placed in the class book and explained in the geography lesson, the teacher, in the next read-

ing lesson, finding the word checked off, would convince himself, by means of one or two questions, that the scholars had become familiar with the expression. It would then be in order for him to inquire in what connection the scholars had first met with the word, and permit them to relate that part of the story which directly referred to it.

For the SCHOOL JOURNAL.

PENNING OR PENMANSHIP.

One of the most noted teachers of penning says, "If other branches of our English education were taught as poorly as penmanship, the cry would go up, 'Cursed be the schools of our country.'" The reason of this poor success is not hard to find—it is not taught properly to young children.

1. As to young children. Put into the little fellow's hand a slate ruled with double lines (the upper line shows the height of the short letters); give him a long slate pencil nicely sharpened; never use short and dull pencils. Begin with words like *man*, *run*, *ran*, and let them copy them. The teacher should write the words on the blackboard and, of course, that should be double ruled. Let this go on day after day. Interest the child in his writing. Keep the pencils sharp and long. Many teachers say the covered slate pencils are far superior for penning purposes.

2. When good progress has been made with the slate pencil, then give the young pupil a lead pencil nicely sharpened. The use of the pencil avoids blots, daubs, etc., which always discourage a beginner. Use double-ruled paper. The so-called "Quincy ruled" paper can be had of the Acme Stationery Co., N. Y., and is very cheap. The pencil should be held as accurately as possible, and this may be only attempted with a long pencil. Many teachers obtain a handle in which short pencils may be inserted. No work that is fit to be called writing can be effected with a short pencil—don't waste the pupil's time with short pencils. It is a great mistake to suppose that a child can do good work with poorer material than the adult; he needs the best.

3. When good progress has been made with the lead pencil, then give him pen and ink and double-ruled paper. The pen should be a coarse one, not the fine sharp ones usually used. Writing books may be used, or the copy be put on the blackboard. The use of single-ruled paper is easily learned after the pupil has learned to write with ease on double-ruled paper.

4. To teach to write handsomely and legibly the boys and girls who have acquired the use of the pen so as to make the characters rudely and, perhaps, very slowly, is a greater art. Many a man can teach the rude use of the pen, but can never go beyond it; yet he may write fairly himself. The reason is that he does not understand the art of teaching—to teach well is a great, great art.

5. The letters should be analyzed on the blackboard. The principles should be put where they will be permanent. Take the word *much* for example; *m* is composed of principles (1) and (2); *n* of principle (3); *c* is a modified *o*; *h* is the principle (2), etc., etc. All of these should be carefully discussed. Examples of improper formation should be placed before the pupils, and they be asked to show where the defects lay. It is not sufficient to tell a boy "your *m*'s are poor ones." He must learn the analysis of every letter. Question at each lesson: What is *b* composed of? Where does the loop cross? What curve at the bottom of the *c*? At the bottom of the *e*? What of the *o* in the *a*? What two elements in the *a*? What in the *d*? Where does the loop cross in *e*? What is *f* composed of? How high above the line? How much below? etc., etc. These questions must be continued until the form of each letter is firmly fixed in the mind.

6. The "movements" may be begun as soon as a boy learns the proportions and structure of the letters. Begin with a lead pencil on any paper. Some teachers say they have used pencils and newspapers with poor pupils to begin with. But no one can teach the movements who has not studied writing considerably.

7. The slow and painful plodding usually required of pupils will never make good writers. There must be, of course, a clear idea of form; the next thing is speed. Take the word *mun* for example. Write it on the board. Let the pupils write the *m*'s as you count. Begin slow. Tell them to criticize the letter themselves as they make it, whether too high, wide, peaked, bad curves, etc. Then take the *u*; then take the *n*; then the whole word. Demand speed. Start with one per second, then two, then three, then four, then five. Stop and criticize. Start again on the same word. Call out, "Criticise your work as you work." Are the *m*'s of the right height? etc. Is the position of pen a good one? Is the position of the body right? Are you making a light and smooth line? etc., etc. Practice on this word until your pupils handle it with ease: then select others.

For the SCHOOL JOURNAL.

LESSONS IN READING.

By E. R. SHAW.

SHOULD WE "READ BACKWARDS?"

Every person of any education whatever has what we may term two vocabularies—an *understanding* and an *expressing* vocabulary; the one aiding him in reading and listening, the other used to express himself both in speaking and writing. If we examine further, it will be found that the understanding vocabulary contains many times more words than those at command whenever he wishes to express himself. In the process of education, the understanding will outrun the expressing vocabulary, but that it should to so great an extent is to be deplored, and is, undoubtedly, largely and primarily due to wrong methods of teaching reading. If in teaching this subject, we train the child to pronounce quickly and correctly each word he sees (and we are doing this and nothing more when the words of sentences are read backwards), we are augmenting out of all proportion that vocabulary of words which he recognizes either by sight or by sound, but which are not, to him, clear signs of the ideas they represent.

Let us give an illustration of what has just been stated: We have seen pupils in reading pronounce correctly and glibly the most difficult passages of the reading-book extracts from Macaulay's "Influence of Athens," and "Impeachment of Warren Hastings," and yet have no power to use, even upon emergency, the words they were able to read. In this stage, a positive and irreparable injury has been done the pupil, from the fact that he has acquired a habit of regarding mechanically a numerous list of words, and not for the power and fullness of meaning they convey. His general contact with society makes up in some measure for the teacher's lack of a true method of teaching reading, but only partially amends the blunder.

"Reading," says Col. Parker, "is getting the thought;" and if in teaching reading, we found all our methods upon this philosophic principle; if we study its length and breadth and depth, and acquire that keen insight into its import which will enable us to see and to make its manifold applications in *all* teaching of reading, the expressing and understanding vocabularies of the pupil will be brought into their true relative proportion, because we have made the mechanical in reading, subsidiary to the thought.

TALKS WITH CHILDREN.—Those who talk to children are frequently at a loss for subjects. Here are some: 1. The beating of horses. 2. Underfeeding of animals. 3. Driving disabled animals. 4. Cruelties on railroad stock trains. 5. Neglect of shelter for animals. 6. Plucking live fowls. 7. Dog fights. 8. The use of check-reins. 9. Clipping dogs' ears and tails. 10. Cruel blinders on horses. 11. Better roads and pavements. 12. Humane methods for slaughtering. 13. To protect insectivorous birds. 14. Not to molest birds' nests. 15. To appreciate the virtues and intelligence of animals. 16. Everybody not to sell an old family horse to owners of tip-carts.

For the SCHOOL JOURNAL.

POINTS IN COMMON POLITENESS.

1. INTRODUCTION.

TABLE MANNERS.—It is said that this is an age of decadence so far as the old time courtesy and politeness is concerned. Much of this is true; as a reaction would naturally allow the decline of the extreme gallantry of the old royal times. Then politeness savored more of obsequiousness and chivalry than of the heart. Vast differences in rank led to gradations of salutes and genuflections, that now seem ridiculous. Much as we may admire at a distance the grace and courtliness of those old personages, a closer acquaintance could often have shown the artificiality and selfishness of their real lives.

The old aristocracy of good hearts, however, took as their motto "*noblesse oblige*." And this is just as true now: "*nobility does lay obligations*"—it lays them not safely upon a high-born few as of yore, but upon all persons of whatever degree who have any nobility of soul. Hence, it goes without saying that every one should be polite—that is, considerate, agreeable, kind, and ready to exhibit those little attentions to others that we would like to have returned to us.

We Americans have gone too far with our ideas of freedom—even the children breathe in too much the air of the street and imitate the bluster and slang of the "gutter snipe." The strangest part of it is, that refined parents often ignore their duty in the matter, and seem too ready to leave the teaching of politeness to other agencies. Now what other agency is there beside the home at all comparable to the school?

But the general complaint is that the schools as a rule don't teach politeness at all in the way of regular instruction. The most that is generally done is, the teacher insists upon her pupils showing herself a proper respect, and paying due respect also to visiting officials and parents; so much is "policy." But as to teaching in regular lessons the duties, for instance, of children at table, in the parlor, on the street, in public places, and even among themselves, few even of our best teachers ever attempt it. What they should teach is not a matter of station, or wealth at all, but a matter of universal humanity and refinement. Only teach something; we will not say "etiquette," but common politeness.

The necessity of this is getting to be widely appreciated—in fact, there is getting to be a clamor by the intelligent public for the better teaching of politeness and morality. Indeed, the pressure is getting so great that some states have already adopted measures looking to a general reform in this direction. Others are moving. No true teacher will lag behind. Instead of being compelled by law to teach such things, he should voluntarily do so. He should take the lead. He should begin in his own school. He should agitate the matter.

The following papers merely purpose giving some "points" on common politeness, and will by no means attempt to formulate a Chesterfieldian code of Etiquette.

A correspondent thus forcibly quotes Edmund Burke:—"Manners are of more importance than laws; upon them, in a great measure, the laws depend. The law touches us but here and there. Manners are what vex or soothe; corrupt or purify; exalt or debase; barbarize or refine by a constant steady, uniform operation like that of the air we breathe."

A lady in the old civilized State of Connecticut thus sketches a scene from real life. "I have in mind a nice, first class family outwardly, whose table manners are revolting to good taste and refinement. Permit me to tell their customs and habits; yet they are kind, intelligent people with children in good public schools. One at a time to table as most convenient: others washing faces and hands, cleaning teeth, blowing noses, hawking and spitting, combing hair and rushing in and out of dining room: all seated at table, one jumps up and leaves to attend to anything else of momentary interest, returning to the table, when excitement is

over. Parents and children act alike of course.

"If conveniently near, each one dishes into meat and gravy with own knife and fork, sometimes with fingers; wipes knife on piece of bread and helps himself to butter; takes potatoes, even fried, sliced ones, with his fingers and tosses them into a plate; throws slices of bread, a cracker or cookie over to another's plate when asked for; cuts pie or cheese, or cake which is put on in the whole form, with own knife. If a plate of food is passed to one asking, it is set down in nearest place, even a plate of meat on top of a pie. If sauce or jelly is on table, one's own fork, knife or spoon is put into the dish and carried to the mouth, at proper intervals. If pickled articles are in demand, the jars are put on the table, and each one as he wishes, puts his fork in and takes a mouthful and so round it goes. Even meat is taken from platter by fingers, some times and tossed over to the plate of one who asks for it. Every kind of food is served in a similar manner. Cups and saucers are filled so full, as to require skillful navigation to steer them, without shipwreck, to port. Toothpicks are used with no concealment; mouth and teeth swashed out with tea or coffee, like the sound of a waterfall."

It seems almost incredible that such ill manners could be witnessed in a well educated family of good standing in civilization. These are a few of the customs that to a refined person who has ever been accustomed to "table etiquette" are really revolting and quite unendurable.—Could people continue such customs and habits, if their attention was called to it frequently? I think not. For these very 'elders' have criticized and corrected their children occasionally for doing the very same things which they have seen done by their parents. It is just as easy, requires no more time and is far more agreeable to persons accustomed to it, to serve the articles of food in a tasty, agreeable, neat and inviting manner, as to be so careless and neglectful.

The same is true of our own personal habits. It costs us nothing but practice, to acquire these little charms of living and of gratifying the tastes of friends. It is an excellent plan for children, yes, and parents, to visit other homes and profit by their merits or demerits. Far better to be "over nice," as some say, than to have no "niceness."

For the SCHOOL JOURNAL.

WHAT STUDIES?

What should the pupil of a school bend his mental energies to? It will make a world of difference to the pupil how this question is answered, but not so much to the teacher. The course of study declares the idea of the educator who propounds it. The courses of study in this country need to be very much revised in order that the result may be education for the pupil, and the next ten years will see a great overhauling of them. It was once thought that the alphabet, the spelling-book, the reading-book, and the arithmetic furnished precisely the material for the child to culture his faculties upon; but investigation has shown that while these are indeed convenient materials to combine to make the structure of knowledge from they may yet have little relevancy to education or mind development. The following is from the course of study for the public schools of Pottsville, Pa., and reads thus:

ALPHABET. Learn the alphabet by printing the letters on slates; average time, about two weeks. Learn to spell words of two letters from blackboard; using consonant first, then reversing by using vowel first; also words of three letters from blackboard.

PRIMARY SPELLER. Spell and pronounce words in the book, and review lessons out of book; time, about five months. Definitions of important words explained. Count up to one hundred, and make figures.

Now, to learn the alphabet before words is contrary to the first principles of education. To print the letters is very bad. To spell *ba, be, bi, etc.*, is all wrong. So is to spell *ab, eb, ib*. So is *bla, ble, etc.* To spell and pronounce words in a speller; to define words; to count up to one hundred, are not the things for children to do. Any and all schools that follow this course are doing worse than wasting the five months of the children.

For the SCHOOL JOURNAL.

MEMORIAL DAYS.

For Teacher and 13 Pupils. Exercise to be given January 25th.

ROBERT BURNS.

1st Pupil.—Robert Burns was a Scotch poet, born 125 years ago to-day. His birth-place was about two miles from the town of Ayr, in the southwestern part of Scotland.

2nd Pupil.—His parents were poor peasants, but they managed to give their children a very good education for those times. After leaving school, Robert and his brother assisted their parents in the work on the farm. No one, not even Robert himself, suspected that he had a talent for writing poetry until he was about 16 years of age.

3rd Pupil.—At that time he wrote some verses to a pretty Scotch lassie who worked with him in the hay field, that called forth the praise of all his friends. Within the next three years he wrote and had printed "The Dirge of Winter," "The Death of Poor Maillie," "Maillie's Elegy," and "John Barleycorn," all of which were much admired.

4th Pupil.—When Robert was 19 years old he was sent to school at Kirkoswald to learn mensuration and surveying. Three years afterward he went to Irvine to learn the trade of a flax-dresser, but he did not succeed very well with this, and two years after he and his brother took a farm at Mossiel, that they might provide a home for their parents.

5th Pupil.—While working here on the farm he composed some of his most beautiful poems. One day while plowing in the fall of the year, he plowed up a mouse's nest, and here is a part of the poem he wrote about it:

Wee sleekit, cowrin timorous beastie!
Oh, what a panic's in thy breastie!
Thou need na start awa' sae hasty
Wi' bickrin' brattle (a short race),
I wad be laith to rin an chase thee
Wi' murd'ring pattle (plow-staff).
That wee bit heap o' leaves an stibble
Has cost thee mony a weary nibble;
Now thou's turned out for a' thy trouble,
But house or hald, to thole the winter's sleety
dribble (without house or home to endure
the winter's sleety dribble)
An craiveuch (hoar frost) cold,
But, mouseie, thou art not alane
In proving foresight may be vain.
The best laid schemes of mice an' men
Gang aft agley (awry),
An leave us naught but grief an' pain
For promised joy."

6th Pupil.—One of his most celebrated poems, "The Cotter's Saturday Night," was composed on that farm:

"The toil-worn Cotter frae his labor goes,
This night his weekly moil is at an end,
Collects his spade, his mattocks and his hoes,
Hoping the morn in ease and rest to spend."
On reaching home:
"His wee bit ingle (small fireplace) blinkin bonnilie,
His clean hearth-stane, his thriftie wife's smile,
The lispin infant prattling on his knee
Does a' his weary carking cares beguile,
An' makes him quite forget his labor an' his toil."
One by one the older children come home from their places of service, and all gather round the supper table, each eager to tell of some experience or adventure of the week.

"The cheerful supper done, wi' serious face
They round the ingle form a circle wide;
The sire turns o'er wi' patriarchal grace
The big ha' Bible once his father's pride.
His bonnet reverently is laid aside.
His lyart haffets (gray temples) wearin thin an' bare:
Those strains that once did sweet in Zion glide,
He wales (chooses) a portion with judicious care,
Then 'Let us worship God,' he says, with solemn air."

7th Pupil.—Here is a very pretty though sad verse from "The Barks o' Doon":

"Ye banks and braes o' bonnie Doon,
How can ye bloom so fresh an' fair?
How can ye chant, ye little birds,
An' I so weary fu' o' care?
Thoult break my heart, thou warbling bird
That wanton thro' the flowery thorn;
Thou minds me o' departed joys,
Departed never to return."

8th Pupil.—Burns did not succeed very well

with anything but poetry. The farm did not pay expenses, and he was constantly in poverty and trouble. He became greatly discouraged, and decided to leave the country and go to Jamaica. He collected the poems he had written and had them published, in order to obtain money enough to pay his passage. He had already started from home and was about to take passage on the vessel, when he received a letter from a friend telling him that he had better stay and prepare another edition of his poems for publication, as the first was selling rapidly.

9th Pupil.—His poverty proved to be his good fortune, for if he had had plenty of money he would have gone away before his friend's letter reached him, or he might never have published his poems at all, and the world would never have heard of him. As it was, when he came back and went to Edinburgh to make arrangements for publishing another edition, he found that he had become famous. People of all ranks praised his works and sought to make his acquaintance.

10th Pupil.—He then settled upon a small farm in Ellisland. He was appointed collector of the excise, the salary of which office, with the products of his farm, might have made a comfortable living; but he had fallen into dissolute habits which ruined all his prospects.

11th Pupil.—His wild habits are indicated in many of his poems. One of these is "Tam O' Shanter," part of which is familiar:

"But pleasures are like poppies spread,
You seize the flower the bloom is shed;
Or like the snow-falls in the river,
A moment white, then lost forever."

12th Pupil.—He was often filled with remorse, and this, too, is shown in his poems. Indeed, nearly every emotion that comes to human hearts is expressed in his poetry. A critic says of him, "He had an inspiration for every fancy, a music for every mood." What a pity that a nature so full of truth, goodness and beauty should have been corrupted by evil associations, and his life, that might have held so much, cut off so early by dissipation! He died when only 37 years of age.

13th Pupil.—The sadness felt at his misfortunes may be relieved by listening to one of his sprightlier poems. It is addressed to a louse that he saw crawling upon a young lady's bonnet in church.

"Ha! whare ye gaun, ye crowlin ferlie?
Your impudence protects you sairly,
I canna say but ye strant rarely
Ower gauze and lace,
Tho' faith I fear ye dine but sparely
On sic a place.
O Jenny, dinna toss your head
An' set your beauties aw' abroad (aboard);
Ye little ken what cursed speed
The blastie's makin'.
Thae winks and finger ends I dread
Are notice takin'.
O wad some power the giftie gie us
To see oursel's as ithers see us!
It wad frae monie a blunder free us,
And foolish notion.
What airs in dress an' gait wad leave us,
And e'en devotion!"

Teacher.—We will close by singing a familiar song, written by Burns, "Auld Lang Syne."

All.—"Should auld acquaintance be forgot
And ne'er be brought to min'?
Should auld acquaintance be forgot
And days o' lang syne?"

Cho.—"For auld lang syne, my dear,
For auld lang syne,
We'll tak' a cup o' kindness yet
For auld lang syne."

"B."

It would be no worse for the courts to admit to the practice of law, or for medical colleges to admit to the practice of medicine, those who could pass a fair examination in arithmetic, geography, grammar, etc., than it is for those whose duty it is to license teachers, to admit to the practice of teaching those who can pass such an examination. Teaching is a profession for the practice of which just as thorough a preparation is needful as for any of the others. As soon as the granters of licenses require such preparation, would-be teachers will not expect to obtain certificates until they have made it.

A LITTLE BOY'S WANTS.

(From the "Youth's Companion.")

This may be used as a recitation for seven pupils who stand on the stage. Another pupil asks, "What does the little boy want the first year?" To this No. 1 replies by reciting the first verse. The question then is asked, "What does the little boy want the second year?" To this pupil No. 2 replies by reciting the second verse, and so on. At the end all bow to the audience, at the motion of the hand of the leader.

FIRST YEAR.

He wants a merry rattle,
He wants a rubber ring,
He wants a dainty swing-crib,
He wants mamma to sing.

SECOND YEAR.

He wants a baby-dolly,
He wants to dig for shells,
He wants a penny trumpet,
He wants a string of bells.

THIRD YEAR.

He wants some blocks for building,
He wants a horse on wheels,
He wants a little wagon,
To fill with empty reels.

FOURTH YEAR.

He wants a sword and pistol,
He wants a fife and drum,
He wants some books with pictures,
Bo-Peep and brave Tom Thumb.

FIFTH YEAR.

He wants a cap and muffler,
He wants some mittens red,
He wants to skate on rollers,
He wants to own a sled.

SIXTH YEAR.

He wants big boots like father's,
He wants a "v'llospede,"
He wants a slate and pencil,
He wants to learn to read.

SEVENTH YEAR.

He wants a goat and carriage,
And just a few things more,—
Well, wait and see what Santa Claus
Can spare from out his store.

—KATE LAWRENCE.

For the SCHOOL JOURNAL.

TWO KINDS OF FOOLISHNESS.

FOR DECLAMATION.

It is said that John Martin, a Jesuit, used to regard his body as a rebellious slave that, while it dwelt within his house, ate at his table and slept in his bed, was continually laying snares for his destruction. He, therefore, hated it with the greatest hatred imaginable. He flogged it every day with scourges of whip-cord, leather and wire. He wore upon his arms, legs, and around his body rough hair-cloth lined with sharp points of wire and metal perforated like a nutmeg grater. When he made long journeys he put pebbles and grains of corn in his shoes. His only food was bread and water. Do you say he was a fool? Perhaps he was, but there are thousands of greater ones within a few hundred miles of this place. We can scarcely walk a block in a city or village without meeting one. He is the man who goes clothed in rags when he might be dressed comfortably and respectfully. The man who has sore eyes and a bloated face when he might have good eyes and a manly instead of a beastly countenance; he has tottering limbs and shaking hands when he might have sound ones; he has a foul breath and a foul mind when both might be pure; he is tormented by an intense thirst that will never be satisfied; by agony of body and anguish of mind when he might be well and happy; he wanders about cold and hungry, homeless and friendless when he might be sitting by his own bright fireside surrounded by wife, children, and friends; he is tormented during his rational moments with forebodings of an eternity of misery, when he might have bright hopes of everlasting happiness. What could be more foolish than this? John Martin only inflicted misery upon his body, by denying it the comforts it craved. This man not only inflicts misery upon his body, by pouring into it a poison that it loathes, until the unnatural appetite for it has been created, but he inflicts misery upon his soul by loading it with remorse. Ah! I would rather live, as did John Martin, upon bread and water till the day of my death, than to fare sumptuously every day, if with such fare I must learn to use the stuff that turns man from the image of his Maker into the image of the beast.

NEWS OF THE WEEK.

WITH HINTS FOR TEACHERS.

Jan. 9.—A tempest raged along the coast of Eastern New Jersey and Southern New York this evening. The wooden pier at Brighton Beach was demolished and the new iron pier badly damaged, summer houses and pavilions were swept away or torn to pieces, steamers put into the nearest ports, the tide rose 8 and 9 feet higher than ever before, sweeping small craft into inland meadows; bridges were swept away and railroads washed out. At Atlantic City boarding-houses, dwellings, bath-houses and other buildings were carried out to sea and many families escaped only with their lives and a few valuables.—Mr. Anthony offered a bill in the Senate in favor of protecting "the American hog from the attacks of Bismarck." The people of Reading, Pa., and vicinity, aroused by an incendiary fire, are waging a war against tramps. All that are found are lodged in jail and kept on no dainty diet.—No clue is yet found as to the whereabouts of Mr. Delmonico, who disappeared so mysteriously from his home, Jan. 5.

Jan. 10.—Congress is warily approaching the tariff question. All admit that it must be taken in hand, but are inclined to defer it as long as possible.—A bill providing for the extension of bonded whiskey is again presented by Mr. Willis, of Kentucky, but the appearances are that it will meet with little favor. [What is meant by "keeping whiskey in bond"? In what did the movement originate?]—Mr. Esty, a New York Senator, is a conscientious man. He openly said, to the horror of the other Senators, that he thought the Legislature should meet six days in the week, instead of taking a recess every Saturday.—The beach at Coney Island from Manhattan Beach to Norton's Point is covered with immense claims—the result of yesterday's tempest.—After a year's labor and the expenditure of thousands of dollars, a coal-mining shaft has been sunk at Pittston, through the quicksand to the bed rock below. Money and brains have accomplished a task that was once thought to be impossible. [What was the difficulty?]—Near Dale, N. Y. A fireman was blown from the locomotive of the midnight express, on the Erie Railroad, and killed.

Jan. 11.—A bill asking for an appropriation of \$80,000,000 for pensions is to be presented to the House on Monday. An appropriation bill of \$1,000,000 for the improvement of the Mississippi River passed the Senate, with the provision that the money should be used solely for that object. [What is to be done on the Mississippi and whence arises the necessity for the work?]—The Onondaga Indians sent a committee to negotiate a new treaty between the State and the tribe. [They wish the treaty of 1788, which guarantees them a small annuity besides their reservation of six thousand acres, to be reaffirmed, and also ask that intruders on their reservation may be arrested, and that they may have a law tribunal of their own.]

Jan. 12.—A dispatch from Egypt says that El Mahdi is advancing upon Kartoum with a force of seventy thousand men.

Jan. 13.—Two thousand men are thrown out of employment at Buffalo by the shutting down of manufactories.

Jan. 14.—The body of Charles Delmonico was found in a gulley near Orange, N. J., where it is supposed he fell in an exhausted condition and was frozen to death.—Mr. Randall has been investigating the pension subject and finds that the actual value of the roll will be about \$44,000,000. [Who are entitled to pensions?]—

Jan. 15.—A train between Wellsville and Bradford, Pa., ran into a stream of oil, which it set on fire, enveloping the train in a sea of flames. Many of the passengers were burned, but only three killed. [How is the oil stored and shipped from the wells?]—A passenger train on the Texas and Pacific Railroad was wrecked near Weatherford by a broken rail. 75 passengers were wounded, 25 seriously, several of whom have since died.—A dispatch from Hue says that the young King of Siam, aged 15, was crowned Jan. 5.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

CHEERFULNESS is the sunshine of the mind.

THEY are never alone who are accompanied with noble thoughts.—*Sidney.*

FIGHT against a hasty temper. A fit of passion may cause a life-long regret.

IF a man empties his purse into his head no man can take it away.—*Franklin.*

KEEP your head and heart full of good thoughts, and bad ones will find no room.

NEVER be discouraged by trifles. Perseverance and patience will accomplish wonders.

MEN, like peaches and pears, grow sweet a little while before they begin to decay.—*Holmes.*

So live that every thought and deed
May hold within itself the seed
Of future good and future need.—*Milton.*

WHEN vice prevails, and impious men bear sway, the post of honor is the private station.—*Addison.*

O fear not in a world like this,
And thou shalt know, ere long—
Know how sublime a thing it is
To suffer and be strong.—*Longfellow.*

FOR still in mutual sunderance lies
The secret of true living;
Love scarce is love, that never knows
The sweetness of forgiving.—*Whittier.*

IN battle or business, whatever the game,
In law or in love it is ever the same:
In the struggle for power, or the scramble for pelf,
Let this be your motto: *Rely on yourself.*

EDUCATIONAL NOTES.

NEW YORK CITY.

Mr. Lewis M. Rutherford has given to Columbia College a valuable set of astronomical instruments valued at \$12,000, with a check for \$475 to pay for moving and mounting the instruments.

At the funeral of Dr. Edouard Lasker, the great German statesman, which took place on the 10th inst. at the Temple Emanu El, at Fifth avenue and 43d street, many prominent persons were present, and delivered addresses. The last address was delivered by Carl Schurz, who spoke of the deceased as one of the men who had helped to unite Germany, and who had greatly contributed to her welfare, as a legislator and patriot. He was a man of great judgment, a brilliant orator, and a keen critic, but the German nation honored him because he used his abilities, not for self-advancement, but for the welfare of the people.

ELSEWHERE.

CHARLES DUDLEY WARNER will lecture during the spring at Cornell College on English literature.

WISCONSIN.—The National Educational Association will hold its annual meeting this year at Madison, July 15.

THE Superintendent of the Boston schools has been making an earnest appeal for the establishment in that city of a free industrial school.

NEW JERSEY.—Rutgers College, New Brunswick, has been furnished with means for purchasing an apparatus for producing the electric light.

DAVID C. COOK, the well-known Sunday school publisher, has given a \$2,500 Cottrell steam printing press to the American Mission Publishing House, of India.

NEW YORK.—The State Teachers' Association will meet at Elmira in July; and the State Association of School Commissioners and Superintendents will meet at Rochester next week.

ALASKA.—The Secretary of the Interior has asked of Congress \$25,000 for the establishment at Sitka, Alaska, of a training and industrial school similar to those at Carlisle and Hampton.

KENTUCKY.—The State Teachers' Association met at Louisville for three days of last month. Addresses were given by Hon. B. G. Northrop, Rev. Dr. Mayo, and Thos. B. Ford, school commissioner of Franklin Co.

NEW JERSEY.—At the recent meeting of the New Jersey State Teachers' Association a committee of three was appointed to investigate the Tonic Sol-fa system, and report their conclusions at the next annual gathering.

WASHINGTON, D. C.—The Department of Superintendence of the National Teachers' Association will meet Feb. 12, 13, 14. From the interest already manifested in this meeting it is likely it will be the largest for many years.

UTAH.—A recent letter from Salt Lake says that within a few years past 90 schools, with 130 teachers, have been planted in the strongholds of Mormonism by money from New England and elsewhere, and that the number is rapidly increasing.

MAINE.—One of the pleasant ways in which children now-a-days are celebrating Christmas by giving instead of receiving, was illustrated in Portland, where they gave their second annual dinner to 600 poor children, and distributed presents among them.

RHODE ISLAND.—A kindergarten has been established in Valley Falls for the children of factory operatives, who are often exposed to danger and neglect while both fathers and mothers are at work in the mill. It has been in successful operation for some time.

WISCONSIN.—At the next meeting of the Regents of the State University, a chair of the Science and Art of Teaching will be established. Perhaps the time is nearer at hand than we think when "Prof. of Teaching" will mean as much as Doctor of Laws or of Medicine.

PHILADELPHIA.—The *Independent* states that the male teachers in the public schools receive their salaries every month; but the female teachers are paid only once in three months, and thinks that such a distinction reflects both upon the public school management and the city that tolerates such unfairness.

BROOKLYN.—This city has more primary scholars than it has room for. To provide for them by erecting new buildings would take ten years, with any amount which the city could afford to expend. Mayor Low advises a reduction of the number of grammar schools to make room for the primaries.

IOWA.—The State Teachers' Convention, which assembled last week at Des Moines, was a complete success. It was the largest and most enthusiastic meeting held in the State. The Davenport delegation numbered 14. Col. Parker's address was a treat. His many happy hits at existing abuses were aptly given and well received.

MISSOURI.—The educational institution located at Salem, has attained its present high standard of excellence largely through the efforts of Prof. W. H. Lynch, who has labored there industriously for twelve years. There is an academic department, a musical department with two instructors under charge of Miss Annie E. White, also languages, etc. Their library contains 325 volumes of choice and standard works, while their school apparatus is complete.

ILLINOIS.—At a recent meeting of the Board of Education at Springfield, Ill., the subject of supplementary reading was referred to Supt. Fertschous, with power to act. The result of his action is that the schools are to be supplied with a course of reading aside from their text books which shall consist of books of travel as an aid to Geographical study; biography to aid historical study and carefully selected works of fiction, science and poetry, to cultivate a taste for good literature. Would that every school-board would go and do likewise.

WASHINGTON, D. C.—The regular annual meeting of the Department of Superintendence of the National Educational Association will be held February 13th, 13th and 14th, 1884. Among the subjects to be considered are Industrial Education, Southern Education, Superintendents' Duties, Indian Education, Recess or No Recess, Color Blindness, and Reading. Dr. Higbee will discuss the question "How a State Superintendent can best advance Popular Education. Each address will be followed by general discussion of the subject under consideration. The meeting will be one of much interest.

PENNSYLVANIA.—The Supt. of Public Instruction, E. C. Higbee, in his annual report endeavors to free the common schools from the charges of engendering a dislike of manual labor, and of being so deficient in moral training that crime is on the increase. The former evil he said, was partly due to the change in the character of manual pursuits, through the introduction of steam, which makes it impossible for hand laborers to be engaged in it, and the latter to the spirit of the times. Most children are blessed with the restraints of family life, why not say that the family as well as the school is a failure because crime is on the increase?

CATTARAUGUS CO., N. Y.—The Co. Association met at Little Valley, Dec. 26, 27, 28, and was quite well attended. Prof. M. T. Dana, of Fredonia Normal School, lectured—subject, Conservation of Force. Dr. Edwards, of Chamberlain Institute, Randolph, N. Y., lectured on English Literature; Prof. Albro, of Fredonia Normal, lectured on Exactness in Thought and Expression. Steps were taken to form a teachers' library for the county. Delegates were elected to the State Association. The next District Association is to be held at Perryburgh, Feb. 22 and 23. Teachers seem to be earnest in their work.

BROOKLYN.—A pleasant gift has been prepared for James Russell Lowell by the pupils in Public School No. 9, of which Mr. A. S. Higgins is Principal. It is a morocco-bound book, containing about 120 pages of narrow sermon paper. Each page contains a quotation from the poet's works, written and signed by a scholar. These are prefaced with a note by one of the scholars, explaining their custom of studying the poets. These quotations were thus copied in a full belief, as the writer of the preface says, "that he who could write 'The Heritage,' 'The Changeling,' and 'An Incident in a Railroad Car,' will not look lightly upon this token of our esteem and respect." Many of the pages are illuminated artistically, and all give evidence of skill in penmanship as well as judgment in selection.—Dr. Charles R. Doane, vice-president of the Brooklyn Board of Education, is lying seriously ill at his residence, No. 192 Hewes street.

THE NEW HOME IN BROOKLYN.—The opening, on the 14th, of the new Hicks street home for newsboys and sewing school for girls, was an auspicious event for the Brooklyn Children's Aid Society. It is impossible to overstate the perfect comfort, the simple elegance and beauty of all appointments in this new building, which will be indeed a home for all those who find shelter there. A reception to visitors was held during the day, and the exercises of the evening were most appropriate and enjoyable. Among the participants were: Rev. Dr. Cuyler, Rev. J. B. Thomas and Mayor Low. The

boys and girls entertained the audience with singing, and remarks were made by the President of the Society and Mr. P. D. Douglass, the Superintendent, to whose years of untiring labors the success of the work is in a large measure due. His address was earnest and effective.

INDIANA.—One of the papers discussed at the Teachers' Association at Indianapolis was the "Wear and Tear of the Teacher, and Its Remedy." The following are some of the rules laid down for the observation of teachers who would preserve their health. Avoid excitement, both external and internal. Keep the system in order, especially the nutritive process. Eat liberally, of nutritious food at proper intervals and with cheerful surroundings. Sleep long, take the morning bath, eat breakfast sufficiently early not to need to hurry. Walk deliberately to school. After the work of the day is over, rest, dress for dinner, take an hour for the meal, eat with cheer, have some respect for the stomach. Let work go undone rather than over-work. Do not worry.

MICHIGAN.—The State Teachers' Association met at Lansing, Dec. 26, and discussed the needs of a permanent organization. Among the papers discussed were, "Course of Study Suitable for smaller High Schools," by Henry C. Rankin; "Methods of Study of the Classics," by Prof. A. W. Gould, which elicited considerable discussion as to the place and relative importance of Greek and Latin in the schools. Prof. L. Halsey, of Battle Creek, followed with "The Study of the English Language as a Mental Culture." He said that if but one language could be mastered in the school course, let that be the English language. We talk, think, and do our business by the avenue of English. A business man would be better prepared for his work if he knew his mother tongue better. The most practical study is the one most needed. What more needed than the English? Prof. A. E. Haynes, of Hilldale College read a paper on "How can We Best Care for Eye, Ear and Brain in School Life." He said that myopia sprang from two general causes, heredity and occupation; that the most prolific cause was bad air.

FOREIGN.

SWITZERLAND.—The agricultural school in the Canton of Vaud teaches agriculture and gardening, chemistry and botany, book-keeping, dairy-making, forestry.

GREECE.—The American School at Athens wants a Director. Prof. B. L. Gildersleeve was appointed, but has declined, as his duties at Johns Hopkins demand his presence there. Who wants this place?

SYRIA.—The bastinado is the common form of punishment in Syria, and it is used with much severity by the native teachers. A visitor at one of these schools was invited to hear the boys recite, after which the teacher offered to whip the school, from the largest to the smallest, to show how well he could govern.

SWITZERLAND.—The course of study in the agricultural schools in Switzerland consists of agriculture and gardening, chemistry and botany, bookkeeping, dairy making, forestry, wine culture, legislative mechanics, meteorology, etc. [Would not our farmers make a profitable investment by maintaining a few such schools in the country districts.—Ed.]

BRAZIL.—A report of the condition of educational matters in Brazil says that great improvements have been made there during the last few years. Teachers are now striving to cultivate other faculties than the memory; objective methods of teaching are employed, and the school-rooms are relieved from their former prison-like appearance by the introduction of pictures and other ornaments.

INDIA.—The upper classes of the natives are willing to provide liberally for the education of their own people. At the government college at Lahore a complete English education is given to students, the study of the classical languages of India, Arabic, and Persian for the Mohammedans, and Sanscrit for the Hindoos, has been revived, an "Oriental College" has been established by the natives, together with a number of literary institutions. These educational enterprises are cordially appreciated by the higher class of natives and their princes, chiefs, and nobles, and other rich men, have contributed readily. The whole of the funds raised for the endowment of the National University of the Punjab, which celebrated its first official anniversary a fortnight since, came from the natives themselves. More than 1,000 candidates have presented themselves this year for degrees in Oriental learning, in arts, in medicine, in law, both Oriental and European, and for the time-honored titles of Pundit, Maulvi, or Bhai, which are specially coveted by the native priesthood, and by the hereditary learned classes of various denominations.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

[Happy New Year to you! and may it prove a very joyous and prosperous one to you, and may your efforts in the educational field bear fruit as never before. Be so kind as to inform me where Matthew Arnold's Lectures, lately delivered, can be obtained. Your criticism makes me anxious to see them. —J. FAIRBANKS.]

[Thanks, good friend. Matthew Arnold's lectures are not published; he would lose money by having them published, as he is well paid to deliver them. —Ed.]

Please direct me to some books of easy experiments in Physics and Chemistry. —W. H. K.

[We know of nothing devoted exclusively to easy experiments in Physics and Chemistry, excepting manuals accompanying boxes of apparatus, such as the Canadian School Apparatus Co., of Toronto put up. Kiddle's, Sharpless & Philips' "Physics," and Houston's, Avery & Norton's "Chemistry," contain many simple experiments to illustrate their principles, or try Cooley's "Easy Experiments," Charles Scribner's Sons, New York. —Ed.]

I noticed in your issue of Dec. 8, the following sentence: "That was applied to paying of the debt." Either use the article, or change "of" to "off." Please give me the rule for the case of "me" in this sentence, "He looks like me," and also the names of the best authorities on the subject. —CASUAL READER.

[In your last sentence, "like" is a preposition governing the objective case "me." —Ed.]

I saw in the last JOURNAL a receipt for making a hectograph. Please state whether or not teachers have a right to make those hectographs? We wished to make one, but supposed we were liable to a fine for so doing. —L. A. H.

[As we understand it, the style of hectograph above mentioned is not patented; therefore you would be free to make one. —Ed.]

An Iowa teacher writes: "The teachers of our town and vicinity have organized an association. They meet once a month, have a program and every member takes an active part. We derive a great deal of benefit from these meetings. We have laid aside patterns, and are avoiding the machine way of educating as much as possible. Although we cannot get out of the rut at one step we are coming up gradually." —E. R. B.

A New York County School Commissioner writes: "I am doing what I can to get my teachers to read the JOURNAL, for I am thoroughly convinced that there is no educational paper on this continent to-day that possesses more of the dynamite force in exploding foggyism and irrational modes in teaching."

Are there any Chinese students in this country? L. T. [None at the expense of the Chinese Government. Those here were recalled more than a year ago, for the reason that the students had shown a disposition to adopt American customs and the Christian religion. —Ed.]

(1) Can Algebra be self-taught? If so, what books must be procured? (2) Is this a correct sentence: "There is no glory in doing what everybody can do"? S. M. C. [1. Yes, from any elementary Algebra of any good publisher. 2. Yes. —Ed.]

Please state where there is a Normal School in one of the Eastern or Western States during the months of May, June, July and August. —A. W. WILLIAMS.

[We do not know of one; there are Institutes of various kinds. —Ed.]

I can most heartily endorse the many words of approval sent you from all parts of the Union. Times must still become much harder than they now are, ere I feel that I can no longer afford the JOURNAL.

I take and read seven journals of education, eighteen weekly papers, and one daily. After these have been examined, I hand them to my pupils, calling their attention to the most useful topics.

"I like the JOURNAL better all the time. I'm always ready for it when it comes, and read all of it, even the advertisements." —Mrs. I. M. L.

EDUCATIONAL MISCELLANY.

COURSES OF STUDY.

By Z. RICHARDS, Washington, D. C.

In your comments upon the "Courses of Study" for the lowest primary pupils in numbers, used in Pittsburg and New York, you ask, "Which of these best conforms to the laws by which the child obtains a knowledge of number?" and you ask for opinions.

Perhaps, as you say, the Pittsburg course may be "superior philosophically." I do not feel disposed to pass any judgment upon the comparative merits of the two courses referred to, for in my judgment they are both defective. The methods prescribed in each of the courses seem to be based upon a commonly erroneous idea, that the language and knowledge of numbers are to be acquired upon an entirely different principle from that of acquiring the language and knowledge of common words. Whereas, numbers, as well as words, are signs of ideas.

The art of counting should be taught, of course; but as it is usually taught it has no more to do in giving a knowledge of numbers, than the old-fashioned way of saying the A, B, C's from top to bottom, or the a-b, abs did with learning to read.

Again, the mere repeating of the cardinal numbers, in their order, by 1's, 2's, 3's, etc., is neither *real counting*, nor is it *adding*, as some teachers suppose. It is only a memoriter act and, by it, the child gets no more knowledge of numbers than if he should say, "Hi diddle, diddle, the cats in the fiddle." Real counting consists in finding the sum of a number of units or things, and not in calling or repeating the names of each of the numbers in their order.

To teach numbers *one thing* should first be presented to the child, as *one ball, one apple, one block*, etc.; then the word or name *one*, and its equivalent Arabic sign 1; then the meaning of 2, 3, 4, etc., may be taught in the same way. This course should be followed until the pupil will always recognize the meaning of any number when *spoken or written*.

The order of the numbers must then be memorized. A child six years old can learn to read and understand all the numbers in this way, up to one hundred, and also to make these numbers with pencil or chalk, easily in *one year*.

The next grade or step should be the combining of 1 and 1, etc.; or 2 and 2, etc.; 3 and 3; 1 and 2; 1 and 3, etc.; and 2 and 2; 2 and 3; 3 and 3; 3 and 4, etc., until the pupil can give at *sight* the sum of any two digits combined. As there are only about forty-five different combinations of the nine digits in each of the four fundamental rules of arithmetic, *viz*: for *adding, subtracting, multiplying and dividing*; the amount of arithmetic drill can be easily determined.

With proper instruction and appropriate exercises in the combinations above referred to, such as every common-sense and proper teacher can give, guided by these suggestions, the child will receive a sufficiently thorough and comprehensive training in numbers, for the first two or three years. Then the *relative and local value* of numbers may be taught, of which I may speak hereafter.

For the SCHOOL JOURNAL.

PICTURES IN SCHOOL BOOKS.

It is becoming a serious question whether there is not such a thing as having too many pictures in a school book. There is no objection to illustrative and artistic pictures in reading books—that is, a limited number. The book must not be a picture-book at all, however; it must be a reading book with pictures in it to illustrate the text, and these must really interpret the text. To interpret, they must be artistic; the mission of art is to interpret. And it must be noted that many pictures are now being produced that lack in art, but have the queer element nevertheless; so that unlearned people bend over these and say, "How artistic!" And

such pictures are finding their way into our text-books, which is an objection to illustration.

As to pictures in histories, the same remarks will apply as are made respecting reading books. Portraits of eminent persons, illustrations of great scenes, are appropriate for histories. There is skill needed to say how many shall be used; too many degrades the subject; the attention of the pupil is distracted.

If there is skill needed to determine how many shall be inserted, what shall we say when the question as to the illustrations themselves comes up? This is indeed important. One publisher asked a noted teacher of history to mark the passages that needed illustration, and to indicate the figures, etc. The artist declared that he was greatly aided by this plan; that is a favorite history for thoughtful pupils.

As to geography, there has been more unskillful work here than in all the other text-books combined. Illustration started in the geographies, and has held high carnival there. Whoever planned to illustrate the geography was a wise man; the man who illustrates them is not always wise. To sketch two or three houses, and label it "View of Pekin," is not the correct thing. The animals, plants, mode of dress, great structures, etc., furnish an immense field for the artist who would illustrate a geography. Let him represent them faithfully and his work will be educative.

We are decidedly in favor of illustration. The publishers of Webster's Dictionary did a wise thing when they illustrated. Not only do the public like illustrations, but learn from them if they are properly made. It is a new field, and publishers of text-books have to learn how to illustrate. No wonder there is much crude work. Those who prophesy that we are to go back to books without pictures do not know the times they are living in.

ANCIENT WORKS.—Many remains of a civilization older than the Aztecs have been found; but the most interesting of all are those in Sonora, about four leagues southeast of Magdalena. There is one pyramid which has a base of 1,350 feet, and rises to the height of 750 feet; there is a winding roadway from the bottom leading up on an easy grade to the top, wide enough for carriages to pass over, said to be twenty-three miles in length; the outer walls of the roadway are laid in solid masonry, huge blocks of granite in rubble work, and the circles are as uniform and the grade as regular as they could be made at this date by our best engineers. To the east of the pyramid a short distance is a small mountain, about the same size, which rises about the same height. About half-way up the mountain there seems to be a heavy layer of gypsum, which is as white as snow, and may be cut into any conceivable shape. In this layer of stone are hundreds upon hundreds of rooms from 6 x 10 to 16 x 18 feet square. These rooms are cut out of the solid stone, and so even and true are the walls, floor and ceiling to plumb and level as to show no deviation. There are windows in the rooms, and but one entrance, which is always from the top. The rooms are about eight feet high from floor to ceiling; the stone is so white that it seems almost transparent, and the rooms are not at all dark.

On the walls of these rooms are numerous representations of human forms with hands and feet of human beings cut in the stone in different places. But it is curious to note all the hands have five fingers and thumb, and the feet have six toes.

Now is a good time to canvass for new subscribers for the SCHOOL JOURNAL. We hope no Principal in the United States will fail to make the paper known to his assistants. Specimen copies free.

ALL are architects of fate,
Working in these walls of time;
Some with massive deeds and great
Some with ornaments of rhyme.

—Longfellow.

THE JOURNAL needs nothing more than a little of the earnest personal help of its friends to give it a much larger subscription list for 1884 than it had in 1883. It will make every school-room it enters a better one, in many cases tenfold better.

HISTORY OF THE ALPHABET.

Our own "Roman" letters may be followed back to their very beginning, some twenty or more centuries ago. We have no better letters than those of the Italian printers of the fifteenth century. These were imitated from the beautiful manuscripts of the tenth and eleventh centuries, the lettering of these being derived from the Roman of the Augustan age. The Roman letters, in turn, are traced to those employed at Rome in the third century B. C., and these do not differ greatly from forms used in the earliest existing specimens of Latin writing, dating from the fifth century B. C. This primitive alphabet of Rome was derived from a local form of the Greek alphabet, in use about the sixth century B. C., and that was a variety of the earliest Greek alphabet belonging to the eighth, or even the ninth century B. C. The Greeks got their letters from the Phoenicians, and theirs are clearly traceable in the most ancient known form of the Semitic.

The most ancient of books, a papyrus found at Thebes, and now preserved in the French National Library, supplies the earliest forms of the letters used in the Semitic alphabet. It appears that the Aryans had an alphabet, and this date was about nineteen centuries B. C., and from them the Jews got theirs. The Stone Tables of the Law show that the Jews had possession of an alphabet. From Egypt, the home of the Jews during their long captivity, the knowledge of the alphabet was carried in all directions where alphabets are now found.

It is an interesting fact that the oldest known "ABC" in existence is a child's alphabet scratched on a little ink bottle of black ware, found in one of the oldest Greek settlements in Italy, attributed to the fifth century B. C. The earliest letters and many later ones are known only by inscriptions, and it is the rapid increase, by recent discoveries, of these precious fragments that has inspired more diligent research and quickened the zeal of learned students in mastering the elements of knowledge of their origin and history throughout the world. As late as 1876 there were found in Cyprus some bronze plates inscribed with Phœnician characters, dating back to the tenth, even the eleventh century B. C. Each epoch has its fragments, and the industry of English explorers, the perseverance of German students, and the genius of French scholars have all contributed to group them in their chronological order. Coins, engraved gems, inscribed statues, and, last of all, the Siloam inscription, found in 1880 at Jerusalem, on the wall of an old tunnel, have supplied new material for the history.

GRAPHITE OR BLACK-LEAD.

Graphite is commercially known as German black-lead, Ceylon plumbago and American graphite. German black-lead is a product of Bavaria, and its price depends on its percentage of graphite, and the nature of its impurities, ranging from \$1 to \$10 per cwt. in cargo lots. It is used in the manufacture of pencils, stove-polish, and foundry facings. Ceylon plumbago varies in price from \$2 to \$10 per cwt. in cargo lots, and is used for all the purposes of the trade except for making pencil leads, for which it is not adapted. American graphite ranges in price from \$2 to \$10 per cwt. according to purity and fineness, and is used for all the purposes of the trade, excelling all other kinds as a lubricant.

The properties of graphite make it useful for the following general purposes in the arts: The manufacture of refractory articles, lubricants, electrical supplies, pigments, and pencil leads. The proportionate amounts of graphite used for different purposes, is stated as follows: Crucible and refractory articles, as stoppers and nozzles, crucibles, etc., 35 per cent., stove-polish, 32 per cent., lubricating graphite, 10 per cent., foundry facings, etc., 8 per cent., graphite grease (for which only American is used), 6 per cent., pencil leads (only American and German), 3 per cent., the balance (6 per cent.) being used for graphite packing, polish-

ing shot and powder, paint, electrotyping, piano action, photographers' gilders' and hatters' use, electrical supplies, etc. The earliest use of graphite was for pencil leads for which it was first used in 1387. Its use for this purpose has become so extended that in 1882 over 150,000,000 pencils were made in the world.

Previous to 1827 black-lead crucibles were made only in Germany.

The only place in the United States where graphite is now mined successfully is at Ticonderoga, N. Y. The property now belongs to the Joseph Dixon Crucible Co., of Jersey City, N. J., and it mines a graphite schist, 15 feet thick, carrying from 8 to 15 per cent., of graphite, practically an inexhaustible supply. The Dixon Company will produce in 1883, 500,000 pounds, while the product of all other mines will probably not exceed 25,000, making the total output for 1883, 525,000 pounds, having a spot value of 8 cents per pound, or a total value of \$42,000.

In 1827, the late Joseph Dixon, (the founder of the Joseph Dixon Crucible Co.) began this manufacture, and his crucibles obtained a wide celebrity; he then undertook the manufacture of pencils and these have become more famous than the crucibles if possible. The Dixon Crucible Co., employ 500 hands, and manufacture pencils and everything else for which graphite is used.

CHARLES KINGSLEY was very fond of pets. His Scotch terrier Dandy, after attending school lessons and cottage lectures, and accompanying him regularly in his parish walks for thirteen years, was laid under the firs on the rectory lawn, beside Sweep, the retriever, and a "Teckel" of the Queen's presenting, with whom his master sat up during the last two suffering nights of the little creature's life. Kingsley delighted, too, in cats, the stable never lacking its white cat, or the house its black or tabby one. On the lawn dwelt a family of natter-toads, which lived on from year to year in the same hole in the green bank, which the scythe was never allowed to approach. A pair of sand-wasps—one of which had been saved from a watery death in a hand-basin by the tender-hearted rector—lived in a crack of his dressing-room window; and every spring he looked eagerly for their advent. A little fly-catcher that built every year under his bed-room window was a constant joy to him; and he rejoiced in a favorite slow-worm in the church-yard, which his parishioners were specially enjoined not to kill. Kingsley loved every creature that draws breath, barring the spider; to that he owned an antipathy he could neither conquer nor understand.

STORAGE BATTERY LIGHT.—A Pullman dining car has been lit by six Swan incandescent lamps, supplied with electricity from one primary battery of twelve cells, the dimensions of the battery being: Length, 4 feet; breadth, 8 inches; and depth, 8 inches. The battery is of zinc and carbon. The lamps diffused a bright, warm, and perfectly steady light, which was at no moment affected by the oscillation of the carriage, and which made it not only possible, but perfectly easy to read a newspaper or book printed in small type. The light can be turned on or off at pleasure, and it can, therefore, be used in the day when a train is passing through a tunnel. The battery which was used weighed under 150 lbs., and one capable of supplying eighteen lights for eighteen continuous hours would weigh about 3 cwt.

PUBLISHERS' NOTES.

The fact has been demonstrated by us, that an educational paper may be of the most practical benefit to teachers. That is, that a teacher may learn from it how to teach twice as well as he now does. It must be remembered that the subject of education has been much debated and the public mind is awake; the people know more about education than they did ten years ago. To be able to make a class "toe the mark" and spell and read, is not held in as high repute as it once was; to keep the children still, even, is not the astounding thing it once was. The teacher must go forward. He must know the best methods of teaching, and this is just what we furnish him. This letter shows for itself:

"I do not want the INSTITUTE any longer, not because it has been of no benefit, for by its help I now get \$65 per month where I formerly got \$30, but because it does not come often enough. I want the SCHOOL JOURNAL instead. I have not a gift of language sufficient to tell you how much I think of the INSTITUTE."

MARK W. TOWNSEND.

THIRTEENTH YEAR!

THE SCHOOL JOURNAL.

Weekly, 50 Numbers a Year.

\$2.50 per year; \$2.00 if paid in Advance.

AMOS M. KELLOGG, Editor.

Pointed Discussion of Educational Ideas.

What to Do in the School Room.

Valuable Educational News.

How to Teach.

Answers to Correspondents, Educational Questions.

Things to Tell the Scholars.

Declamations and Dialogues.

Reviews of Books.

In short, it will contain just what the teacher will want to know in order to make his school a center of light and power; instead of a reciting mill.

In this work it will be aided by the ablest educators in the country. Papers may be expected from the following men and women:

FRANCIS W. PARKER,	N. A. CALKINS,
THOMAS HUNTER,	T. F. HARRISON,
H. H. STRAIGHT,	H. B. BOISEN,
E. J. HALLOCK,	E. R. SHAW,
F. W. WARREN,	S. G. LOVE,
C. W. WASSON,	C. N. MARVIN,
A. E. FRYE,	JOHN OGDEN,
Z. RICHARDS,	F. P. LANTRY,
CHARLES G. LELAND,	A. S. HIGGINS,
PROF. JOHN KRAUS,	T. W. SEWARD,
GEORGE R. BURTON,	H. P. SMITH,
J. B. FEASLEE,	B. G. NORTHPROP,
MRS. KRAUS-BOELTE,	MISS L. E. PATRIDGE,
A. E. JONES,	ANNA J. HARDWICKE,
EDWARD A. RAND,	MISS M. O. RUSSELL,
H. C. KIRK,	MRS. K. S. DURRIE,
D. L. KIEHLE,	LUCY A. YENDES,
G. STANLEY HALL,	ANNA JOHNSON,

And many other Practical Teachers.

AS TO THE FUTURE.

Please note the following features of the JOURNAL:

1. The series of articles from Col. F. W. Parker, the first of which appeared Nov. 10. Others will follow each month.

2. The valuable series of letters from our special correspondent at Col. Parker's Normal School, Ill. These give a minute description of the methods employed there, and have been read with deep interest.

3. We give sketches of prominent educational men.

4. The School-Room Department, which is and has been the center of the paper: "How to Teach" is the problem before the earnest teacher; all know the *what*, few the *how*. We shall make the JOURNAL worth \$50 a year to every subscriber. We shall make it a paper no live teacher can do without.

AS TO THE PAST.

The educational world does MOVE. The SCHOOL JOURNAL began in 1874 to preach a reform in educational methods; it urged that we should absolutely teach in accordance with the principles enunciated by Socrates, Pestalozzi, Froebel, Page, Mann, and others. To all this there was at first shrugging of shoulders, and "I wish we could." Undismayed it went on finding here and there those who believed it was possible that the school-rooms should be centers of light, life and joy, instead of knowledge. At last the entire continent is feeling a new impulse. "There is something in the air," all now exclaim. The dearest teacher has heard of the "New Education."

The JOURNAL has not filled its pages with disquisitions "about Education." There are thousands of men who can write "about Education," whose schools are caricatures. We have done a better thing; we have explained the foundation PRINCIPLES of education, and have given METHODS founded on those principles. We hold that the great thing needed is TEACHERS WHO COMPREHEND THE PRINCIPLES OF EDUCATION. Such teachers will easily form their own methods. We therefore explain these principles and give methods that in themselves suggest principles.

The teachers have seen at a glance that the JOURNAL is fitted to be a right hand of help. They have felt its inspiration. Volumes could be filled with testimonials; thousands tell us that it has doubled and quadrupled their power of teaching. It is worth hundreds of dollars to the teacher who wants to improve himself and his school. No investment is so valuable as a subscription to the JOURNAL.

Correspondence in regard to subscriptions should be addressed to the publishers.

E. L. KELLOGG & CO.

Educational Publishers, 21 Park Place, N. Y.

BOOK DEPARTMENT

NEW BOOKS.

A PRACTICAL TEXT-BOOK ON PLANE AND SPHERICAL TRIGONOMETRY. By Webster Wells, S. B. Boston and New York: Leach, Shewell & Sanborn.

This work is a text-book designed for high schools and colleges. In the space of 200 pages there is compressed an amount of matter pertaining to the subject of trigonometry that is quite surprising. By omitting the tables of logarithms, the whole is compressed in a very small space. The author proceeds after the usual definitions, to discuss the trigonometrical functions, and his method is exceedingly clear. On page 14, the six principal functions are grouped in a little table, in a very neat and compact form. The discussion of the application of algebra to trigonometry then follows; then miscellaneous theorems, and then comes the extension of logarithms and the solution of triangles. The book is designed to be of a most practical character, and will be most favorably received by teachers. The author is evidently extremely handy in his management of the "functions." He has kept the whole subject well subordinated, and, selecting from good authors, has not put in a line, as far as we can see, but might properly be in the book. The publishers have started out well in their selections of volumes thus far; they seem to know what the schools want. This, of itself, generally requires a long experience.

TIMES OF CHARLES XII. Z. Topelius. Translated from the original Swedish. Chicago: Jansen, McClurg & Co. \$1.25.

This is third of the volumes of "Surgeon's Stories." In a most delightful and familiar fashion it relates the career of that illustrious monarch who "Left a name at which the world grew pale." The wild, rollicking account of his earlier bear-hunting expeditions, of the gay and careless revelry of his younger days, have an irresistible fascination. And when the cloud of war breaks over the young gallant, transforming him almost instantly into a warrior stern and nearly invincible, the realistic manner in which it is all depicted carries a fresh life in every page. The terrible fortunes of that wonderful hero are followed throughout the narrative in the same spirited and brilliant manner. If history might always be written as it is here, there would be few boys or girls who would not call for it as eagerly as they now do for the sensational trash with which the market is fairly glutted.

RECEPTION DAY NO. 3. New York: E. L. Kellogg & Co. 30 cents.

The third number of this quarterly issue confirms the impression of its thorough practical value. It contains fresh and original dialogues, recitations, declamations and short pieces in poetry and prose, to meet the constantly recurring needs of schools and gatherings of any sort, public or private. All the selections are easily committed to memory—simple, without being childish.

It is of excellent moral tone, and calculated to be an immense help in school-work. The dialogues are readily managed as regards accessories, requiring little or no stage furniture. The requirements of both young and older pupils are provided for, and the work is suitable either for public or private schools. The outward appearance of the book is most attractive, being tastefully bound in paper covers printed in two colors. It is fortunate for teachers that a fresh supply of such good material may be obtained quarterly at the small cost of 30 cents a number.

CUMNOCK'S SCHOOL SPEAKER. Compiled by Robert McLean Cumnock, A.M. Chicago: Jansen, McClurg & Co. \$1.00.

This is a collection of many of the most popular pieces of prose and verse for recitation in schools and elsewhere. Young people so much prefer reading presented to them in the form of some romantic narrative to that which is merely didactic, that the compilation is certain to meet with great favor, especially among the youth, for whom it is particularly intended. Great care has been taken to exclude what is weakly sentimental, and preserve only such selections as are fresh, wholesome and inspiring in their character. The chief aim seems to have been the embracing of those specimens of juvenile literature that possess good speaking qualities. No attempt has been made to grade them from the more juvenile to the mature, but they are throughout bright and readable, and well calculated to fulfill the purpose of the collection.

WHAT SHALL WE DO WITH OUR DAUGHTERS? Mary A. Livermore. Boston: Lee & Shepard.

Much that is said in this volume has been heard

already from the lecture platform, yet it will be not the less a welcome book, for there are thousands of readers who have never heard the lectures, and a multitude of those who have would be pleased to preserve the ideas here presented, in permanent form. The subject has not in this day so much of novelty as attached to Mrs. Livermore's early utterances from the platform, but the true position of woman cannot be too thoroughly canvassed.

The talented authoress has been foremost, in example and precept, in elevating her sex, and teaching the opposite one a respect for its betters that, in too many instances, it is loth to admit, even where it feels. Her words are full of common sense and encouragement to women, and should be read by them all.

THE LIFE OF ZWINGLI. Jean Grob. New York: Funk & Wagnalls (Standard Library). 25 cents.

Ulric Zwingli, the Reformer of Switzerland, merits the gratitude of all who love civil and religious liberty. His work in this direction entitles him to be remembered as one of the world's moral heroes. This work designs to present a reliable record of the man in church and state, without entering into the details of political questions or theological problems. He is shown here from boyhood until his glorious death at Kappel, a strong, courageous and pious soul worthy of all honor. The four hundredth anniversary of his birth is at hand, and this little monograph is timely.

GROWTH THROUGH OBEDIENCE. Julius H. Seelye. Boston: Ginn, Heath & Co.

This is the baccalaureate sermon preached by President Seelye in the church of Amherst College last June. The attention attracted to the discourse by the abridged reports in the newspapers, and the expressed wish of the principal of a large and important school for boys that a copy might be placed in the hands of each of them, led to its publication in the present pamphlet form. It is a serious consideration of the the wisdom to be gained through a modest respect and veneration for authority. It is delivered in that style of scholarly simplicity to be expected from President Seelye.

ROSSMOYNE. By the author of "Phyllis," etc; Phil. J. B. Lippincott & Co. \$1.00.

This is a love story with a peculiar, though not exactly startling plot, which is carried along to a very satisfactory conclusion. The opening situation is rather novel and decidedly pleasing in effect. It abounds throughout in dialogue and repartee, and follows that fashion, which seems lately to prevail among many writers, of relating the narrative entirely in the present tense. It is very neat in binding and exterior appearance.

LITERARY NOTES.

The author of "Arius the Libyan," which has been so favorably received, is Mr. Nathan Kouns, a Kansas lawyer.

Dr. Edward Engel, of Berlin, has just contributed a pamphlet to the discussion "Did Bacon write Shakespeare?" in which he ridicules the affirmative.

A Southern paper describes Mr. Paul H. Hayne, the poet, as "tall and slender, with a youthful face, earnest introspective eyes. His whole appearance is said to indicate the student and poet. It is impossible to meet such a man without being won by his straightforward and noble simplicity."

The current issue of the *Continent* contains some personal reminiscences of "The Resurrection of Italy in 1848," by the author of "The Glory and Shame of England," who was U. S. Consul at Genoa at the time of the revolution in that year. C. F. Thwing contributes to the same number a paper on "The Rum Power in City Politics."

An incident of curious literary interest occurred in the American reprint of Marie Colombier's book upon the life of Sarah Bernhardt. The original publication was taken in hand by fifty-nine translators at one o'clock P.M., on the day of arrival here, its 825 pages translated into English by 11 P.M., and it was ready for sale the afternoon of the following day.

The December number of *Dio Lewis's Monthly* brings with it a number of timely, well-written and profitable articles on various subjects of general interest, and bearing especially upon the editor's favorite topic, hygiene. Among the papers best worth reading are: "Home and School Teaching," by L. F. Gardner; "Hygiene of the Brain," by Dr. L. M. Holbrook; "Vivisection," by the editor; "Divorce," by Emily Faithful.

There is a protest in the air against what has been called "abbreviated literature," referring particularly to those compendiums and hand-books giving the skeletons of important knowledge. But after all has been said against them, they meet a genuine need; and the

good ones are valuable acquisitions to the literature of a time when facts are wanted and words are at a discount.

THE MILWAUKEE COWBOYS.—Milwaukee furnishes the most recent example of the pernicious effects of much of the current boys' literature. The arrest of four boys, sons of respectable parents, on numerous charges of incendiarism, has been the means of laying bare a shocking story of youthful depravity and crime. Fascinated by the criminal and vicious literature which for many years past has been teeming from hundreds of presses, these four boys planned and organized a miniature cowboy society. They improvised a "pirate den" out of an old barn, which they decorated with rusty swords, old knives and ancient pistols. In this "den" they were in the habit of meeting nightly with a large stock of flash literature. Of course the unfortunate lads were eventually caught, and the confession of a number of them has resulted in the conviction of three of the band, and they will be sent to the State Reform School until they are twenty-one years of age. The lesson which all this teaches is so timeworn that it seems hardly necessary to repeat it. The evil of pernicious literature for boys and girls is rapidly attaining gigantic proportions. That such literature should exist and flourish is a monstrous offence against good morals. One of these Milwaukee boys when reprimanded for his bad habits, was accustomed to reply defiantly, "Oh, I'm Peck's bad boy, I am, and don't you forget it." *The Tribune* has already expressed an opinion about that vulgar, harmful book, which is singularly justified by this incident. All these boys it must be remembered were of respectable parentage, one the son of a major-general, and attended the public schools, standing high in their classes. Practical philanthropists could spend their time to no better advantage than in devising means whereby this fountain of evil shall be dried up, and the interest of our girls and boys enlisted in the good and healthful literature which is so lavishly provided for them.—*Tribune*.

A YOUNG theologian was attending the New Brunswick Theological Seminary, and one day having to recite to the late Professor Cameron, came into the recitation room badly equipped, for he hadn't looked at his lesson. The very first question was hurled at his head: "Mr. T., how did Francis I. treat the Knights Templar?" "How—did—Francis—the—First—treat—the—Knights Templar?" repeated the student, thinking to get a clue meantime from some student or the Professor himself. The question was repeated, but no light came to the student. Then he decided to risk all, and said: "He treated them with distinguished consideration." "He did—did he?" was the Professor's response. "He persecuted them to the death, Mr. T., and you may take your seat, sir." That student never forgot how Francis I. treated the Knights Templar.

HORSFORD'S ACID PHOSPHATE.

FOR SICK HEADACHE.

Dr. N. S. Read, Chicago, says: "I think it is a remedy of the highest value in many forms of mental and nervous exhaustion, attended by sick headache, dyspepsia, and diminished vitality."

DARE to do right; dare to be true,
For you have a work that no other can do.
Do it so bravely, so kindly, so well,
Angels will hasten the story to tell.

NEW METHOD OF HEALING DISEASE BY ELECTRICITY.

NERVOUS WEAKNESS, AND ALL DISORDERS OF THE NERVOUS SYSTEM.

THE GERM OF ALL LIFE.—ELECTRICITY relieves pain.

It removes indigestion, and is the best nerve tonic known. To derive fullest possible amount of benefit wear the

ELECTROPATHIC BELT OF LIFE, introduced by the

Electro-pathic Association, Limited, 12 East 14th Street, New York. Simple in construction. Always in action when worn. Requires no acid.

SCIATICA, Lumbago, Chronic Rheumatism, Constipation,

and other morbid conditions, instantaneously relieved. Numerous testimonials received daily.

THE Consulting Medical Electrician, Fellow of the Society

of Science, London, who has made the application of electricity

to the cure of disease a special study, attends daily for consultation

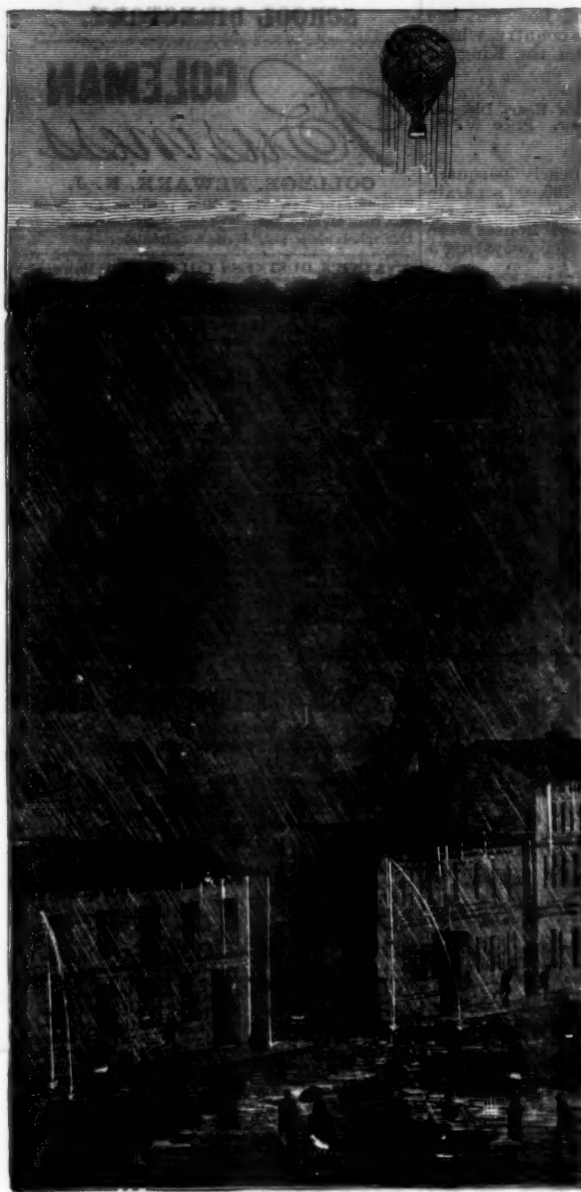
(free), from Ten a. m. to Six p. m., or by letter. Those unable

to attend should send for private advice form to 12 East 14th

Street, N. Y.

HYGIENE, or the Art of Preserving Health, a 48-page pamphlet, containing price list and testimonials, sent free, on application to the **ELECTROPATHIC ASSOCIATION, Limited, 12**

East 14th Street, New York.



VIEW OF THE ATMOSPHERE DURING A RAIN-STORM.

[From Maury's Physical Geography.]

Every student and every lover of nature will appreciate the bright pages of this comprehensive and entertaining volume. It is a book worthy to be introduced into the schools of every city, village and township of America, and to be placed in the homes and libraries of all reading and observing people.

The work is printed on paper of superior quality and finish, presenting a clearness and contrast most agreeable to the eye; it is elegantly illustrated with fine engravings and carefully colored maps and charts, and is neatly bound in full antique muslin. Altogether, it combines usefulness and beauty to such a degree as to render it one of the most valuable and appropriate, and thus, necessarily, one of the most acceptable holiday gifts that could be hit upon at this season of well-wishing and good cheer.

VOLUMES OF TESTIMONY FROM HIGHEST SOURCES HAVE BEEN GIVEN TO THE EXCELLENCE AND SUPERIORITY OF MAURY'S PHYSICAL GEOGRAPHY.

THE CLARENDON DICTIONARY.

By DR. WILLIAM HAND BROWNE, Associate of Johns Hopkins University, and S. S. HALDEMAN, LL.D., late Professor of Comparative Philology in the University of Pennsylvania.

An artistic 18mo volume of 372 pages, tastefully bound in rich Maroon Muslin. Teacher's Price, 45 cents.

This unique and exceedingly convenient hand-book is now becoming known as the "LITTLE CLARENDON." It is a Dictionary of first rank, prepared by the most competent of American scholars and philologists, and contains an amazing amount of information in the smallest possible space, thus saving time and strength in the lifting and turning of heavy quartos.

In the matter of pronunciation there is nothing better in the language. Prof. Haldeman was an expert in this department, and by phonetic re-spelling the pronunciation of every word has been made unmistakable.

The use of a distinct Clarendon-faced type in the vocabulary enables the eye to catch readily any word sought for, and numerous engraved illustrations of animals and objects greatly assist in their description.

A peculiar feature, and one that is widely appreciated, is the introduction of new words, those that have been recently brought into use and are not yet found in larger works.

The book is, in fact, crowded with valuable matter for reference, without being at all indistinct or obscure. It is one of the handiest things that can be put upon a student's table, or a business man's desk.

Already the "Little Clarendon" has called forth a vast number of testimonials. Among these the publishers have received letters from the Principals of some forty different Normal Schools, all of which give the book highest praise in such terms as these:

"A marvel of convenience and completeness"; "A model of excellent workmanship, both in material and execution"; "A marvelously cheap book"; "Surprised and gratified to find so much that is valuable in so brief a space"; "A model of condensation and clearness"; "I like it immensely"; "A treasure to the student"; "A wonder how so small a book can hold so much"; "A saving of time and strength"; "Closely packed excellence"; "The name of Haldeman a guarantee for thoroughness"; "Definitions clear, pronunciation excellent"; "Am delighted with accuracy and fullness, as well as compactness of the work"; "The most capacious and the most compact book I know of"; "Very beautifully printed"; "It is all you claim"; "The best of the kind I have ever seen"; "Handsomely printed and bound"; "Deserves a wide popularity"; "A remarkable little book"; "More convenient than the larger Dictionaries."

SPECIAL OFFER! To all who receive this circular, and will make mention of it in their order, we will send a sample copy of each of the above named books, prepaid on receipt of \$1.50.

UNIVERSITY PUBLISHING CO., Publishers, 19 Murray St., New York.

Publisher's Department.

TERMS OF SUBSCRIPTION.

The School Journal, published weekly, 50 numbers a year, at the following rates, which include postage.

\$2.50 per Year; \$2.00 if Paid in Advance.

Special rates for clubs will be sent on application.

The label on each paper shows up to what date the subscriber has paid. If the publisher do not by that date receive a request from the subscriber that the paper be discontinued, they will continue to send it. The paper will, however, be stopped at any time thereafter, if the subscriber so desires, and remit the amount due for the time he has received it.

The date against your name on the address of your paper shows to what time your subscription is paid.

Subscriptions will be received for three months or six months from those who wish to make a trial of the paper.

Subscribers asking to have the direction of a paper changed, should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent.

The Courts have decided that all subscribers to newspapers are held responsible until arrearages are paid and their papers are ordered to be discontinued.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Advertising rates will be sent on application to the Business Manager, JEAN ISIDORE CHARLOUB, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,
Educational Publishers,
21 Park Place, New York.

Professor Wood's "Botanics" are a contribution to that science that all true educators should feel grateful for. His books are endorsed in the highest terms by Prof. Sadler, Professor of Science in the State Normal School, Emporia, Kansas, and Prof. Willis, two of the best known botanists in the country. For accuracy, thoroughness of observation, and precision in the use of words, they probably are not excelled. The typography and binding is of the best, as all the books of this firm are. A. S. Barnes & Co., 111 and 113 William street, N. Y., are the publishers.

Teachers who venture to provide themselves or their schools with Maury's Wall Maps and Geographies, or the Clarendon Dictionary, will make no mistake in so doing. Our readers generally will see what is newest and best in the educational world by a reference to our advertising columns. This week we take pleasure in calling special attention to what the publishers say of the above books, and would add that their high praise and large patronage are fully deserved.

Eates & Lauriat, of Boston, have made a "lucky hit" in the publication of the "Meisterschaft" system of learning French or German. The success of the method seems to be really phenomenal, if we can judge from the flattering newspaper commendations, and the testimony of those who have tested it. Write for a circular of information.

In the advertisement of Joseph Gillott's steel pens on the second page, will be found a list of popular numbers of pens manufactured by this world-renowned firm to suit all tastes and hands. This firm is keeping pace with the times, and has now as large an assortment as can be found anywhere. Their liberality in sending sample cards and price lists free on application, should be appreciated by our readers in want of good pens.

Leach, Shewell & Sanborn, the Boston publishers, with headquarters at 16 Astor Place, New York, have added to their list of text-books a book of "Lessons on the Human Body," a review of which appeared in the JOURNAL of January 13th. This book is intended as a popular work for public school use, and was written by a well-known public school teacher, O. M. Brands, of Paterson, who realized the want felt by many teachers of a book on the subject, that might be used to advantage in the limited time which the average

pupil could devote to that study. Among the eminent authorities who have accorded a warm approval to the chapter on stimulants, we may mention Dr. Albert Day, Supt. of the Washingtonian Home, Boston. A sample copy will be sent by mail on receipt of the introduction price, 75 cents.

For immediate relief of coughs and colds use the popular remedy, *Madame Porter's Cough Balsam*, one of the best and cheapest medicines sold: its virtues have been tested by thousands for many years in the treatment of all diseases of the throat and lungs, and is confidently offered as a reliever of those diseases. Price 25 cents.

Anything required in a school-house, from desks down to slate pencils, can be obtained from the largest general school furnishers in America, the Messrs. Baker, Pratt & Co., of 19 Bond street, New York. This firm has acquired a national reputation as manufacturers of school furniture of every description, provided with the latest improvements, and of being honorable and liberal in their dealings with school officers. Their seats have become so celebrated as to be in use in some of the largest theatres and lecture rooms in the country, and their furniture department is managed by a courteous gentleman, ever ready to give information and estimates for whatever required.

The new invention by the American Soapstone Finish Co., of Providence, R. I., of the Potter Blackboard, is meeting with great success in schools. This board is applied over brown mortar on the wall, in the same manner as the ordinary finish, to the thickness of one-eighth of an inch, and makes a smooth and perfect marking-surface from which the chalk marks are easily erased, avoiding dust in the rooms. Notwithstanding it has been but a short time in general use, it is highly recommended by many teachers and school officers who have used it. The material is put up in packages of various sizes, and can be successfully applied by any good plasterer. Old blackboards can be made as good as new by the use of this material. For further information see advertisement in another column.

ICEBERGS result from the frozen rivers or glaciers, as we call them, which descend from snow-covered mountains and continually push forward through the ravines, to the sea. Huge fragments are broken off by the waves and float away in whatever direction the tides, winds or currents direct. Along the upper shores of Greenland these glaciers are numerous, and the icebergs which appear in the Atlantic nearly all come from them. Strange as it may seem, icebergs are much more numerous off the New England coast during June and July than at any other season. In mid-winter, they are securely locked in Baffin's Bay or the polar ocean by wide expanses of firm field ice, for the season of unrelenting frost lasts from eight to ten months there. But when warm weather does set in, it comes with a suddenness and power unknown in low latitudes. The ice breaks up with astonishing rapidity, and the bergs, which from their compact nature melt very slowly, drift southwards in vast numbers.

It Will Cost You Nothing.

For what? For a medical opinion in your case, if you are suffering from any chronic disease which your physician has failed to relieve or cure. From whom? From Drs. Starkey & Folen, 1109 Girard street, Philadelphia, dispensers of a new Vitalized Treatment, which is now attracting wide attention, and by which most remarkable cures in desperate chronic cases are being made. Write and ask them not only to give an opinion in your case, but to furnish you with such information in regard to their new Treatment as will enable you to get an intelligent idea of its nature and action. It will cost you nothing, as they make no charge for consultation.

MR. P. T. BARNUM, the enterprising showman, has at last, after many years' effort, secured a veritable white elephant. He at one time purchased one from a Siamese nobleman, but it was poisoned be-

fore it was shipped. He, however, has one now on its way to this country, which his agent purchased from the King of Burmah for \$200,000.

ALWAYS the same, a cure for Heart Disease. Dr. Graves' Heart Regulator. Price \$1. by druggists.

THE area of London is nearly 700 square miles, covered by over 700,000 separate houses, and has a population of nearly 5,000,000. Last year 23,301 houses were built, forming 508 new streets, covering a space of over 75 miles.

I feel very grateful for the wonderful cures performed with Ely's Cream Balm. I have had Catarrh in its worst form for 24 years. Cream Balm is the best thing I ever tried.—J. B. Kelsey, 32 Broad street, N. Y. city.

The house-fly can only see a distance of thirty-seven feet, but that never bothers him any. He always manages to keep within thirty-seven feet of everything.

PEARL'S WHITE GLYCERINE

is acknowledged to be far superior to anything on the market for the use of all skin diseases and the improving of the complexion. It penetrates the skin without injury.



"I owe my Restoration to Health and Beauty to the CUTICURA REMEDIES."

Testimonial of a Boston lady.

DISFIGURING Humors, Humiliating Eruptions, Itching Tortures, Scrofula, Salt Rheum, and Infantile Humors cured by the CUTICURA REMEDIES.

CUTICURA RESOLVENT, the new blood purifier, cleanses the blood and perspiration of impurities and poisonous elements, and thus removes the cause.

CUTICURA, the great Skin Cure, instantly allays Itching and Inflammation, clears the Skin and Scalp, heals Ulcers and Sores, and restores the Hair.

CUTICURA SOAP, an exquisite Skin Beautifier and Toilet Requisite, prepared from CUTICURA, is indispensable in treating Skin Diseases, Baby Humors, Skin Blemishes, Chapped and Oily Skin.

CUTICURA REMEDIES are absolutely pure, and the only infallible Blood Purifiers and Skin Beautifiers.

Sold everywhere. Price, Cuticura, 50 cents; Soap, 25 cents; Resolvent, \$1. POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

"A Skin of Beauty is a Joy Forever."

DR. T. FELIX GOURAUD'S ORIENTAL CREAM OR MAGIC BEAUTIFIER

Purifies as well as Beautifies.



Removes Tan, Pimples, Freckles, Moth Patches, and every blemish on beauty. Dandruff, itching, and every skin defect. It has stood the test of thirty years, and so harmless we have no hesitations in recommending it to be sure the preparation is properly made. Accept no counterfeit of similar name. The distinguished Dr. L. A. Sayre said to a lady of the house (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the best and most useful of all the skin preparations." One bottle will last six months, using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin. H. M. B. T. GOURAUD, Sole Prop., 48 Bond Street, N. Y.

For sale by all druggists and Fancy Goods Dealers through the U. S., Canada, and Europe. Also found in N. Y. City, at R. H. Macy's, Stern's, Ehrich's, Kidley's, and other Fancy Goods Dealers. Beware of base imitations. \$1.00 Reward for arrest and proof of any one selling the same.

McShane Bell Foundry, Manufactured those celebrated Bells and Chimes for Schools, Colleges, etc. Prices and catalogues sent free. Address: H. McSHANE & Co., Baltimore Md.

VITALIZED PHOS-PHITES.

Brain and Nerve Food.

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness and gives quiet rest and sleep. It gives a better disposition to infants and children, and it promotes good health in brain and body.

Composed of the vital or nerve-giving principles of the Oat-Brain and Wheat Germs. Physicians have prescribed 500,000 Packages. No secret remedy, formula or every label. For sale by Druggists or by mail, \$1.00.

F. CROSBY CO., 664 & 666 Sixth Avenue, New York.

SCHOOL DIRECTORY.

COLEMAN Business

COLLEGE, NEWARK, N. J.

20 minutes of New York. More positions for graduates than all other schools of this character combined. Life scholarship \$40. Write for circulars.

PAINE'S BUSINESS COLLEGE, 63 Bowery, cor. Canal; "L" Station (Established 1849.) Paine's Uptown College, 1313 Broadway, 34th St., open 9 A.M., till 10 P.M. Young Men, Ladies, and Boys, taught Bookkeeping, Rudimentary and higher Mathematics, Correspondence and all English Branches; Writing Lessons \$3, monthly. Arithmetic and Writing \$10, quarterly. Short-hand \$10. Backward persons rapidly advanced in private rooms.

FRENCH—Berger's Method—Conversational lessons by the author; no payment in advance. Free demonstration, Tues., Thurs. Sat. 11 o'clock. Classes for teachers, Tues., Frid. 8 to 9 and 7 to 8 P.M. Special terms.—31 East 17th St. N.Y.

VASSAR COLLEGE,

POUGHKEEPSIE, N. Y.

Established Twenty-one Years Ago. The first in the country to furnish a complete college education for women; also has preparatory and special courses, and schools of music and painting; has an astronomical observatory, a chemical laboratory, a separate building for music and art, ample collections in different departments of science, a library of 14,000 volumes, and ten professors and twenty-one teachers. Funds for the aid of deserving students. Catalogue sent by W. L. Dean, Registrar. S. L. CALDWELL, D.D., President.

NEW YORK CONSERVATORY OF MUSIC.

LOCATED AT

No. 5 East Fourteenth Street.

2d door East of Fifth Ave.

This renowned Music School offers the accumulated advantages of years of successful operation. The corps of Professors numbers over forty of the ablest in the country.

N. B.—The New York Conservatory, the only Chartered Conservatory of Music in the State, is entirely separate and distinct from all other Music Schools which imitate its name and methods.

The offices are open daily from 9 A.M. till 10 P.M., for the reception and classification of the pupils. Pupils may begin at any time, terms commencing from date of entrance.

S. N. GRISWOLD, President.

RUTGERS' FEMALE COLLEGE

This renowned and Chartered Institution is successfully pursuing its work, in its new and elegantly furnished building, 58 W. 55th St., where pupils, at all times may be received, and enter the classes for which they are prepared, and tuition will be reckoned only from the time of entrance.

While a full classical and collegiate course is recommended, yet one practical and elective may be taken at the option of parent or pupils. Special attention is given to music and the modern languages. Apply for Circulars or particulars at the College, or at the residence of the President, 24 W. 40th St., N. Y.

S. D. BURCHARD.

KINDERGARTNERS TRAINED

at State Normal and Training School, Oswego, N. Y. Rare inducements offered. Send for circular.

SUPERIOR QUALITY—HIGH CLASS

MUSIC BOXES

UNEQUALLED IN TONE AND DURABILITY.

Sold by the best Dealers throughout Europe—now introduced in this country direct by Manufacturers without intermediate profits.

LARGE IMPORTATION. VERY LOW PRICES FOR CASH.

Send Two-Cent Stamp for Price List.

C. GAUTSCHI & CO., SWITZERLAND

Salesrooms at 1015 CHESTNUT ST.

Opp. the Opera House, PHILADELPHIA.

Call early for good selection and avoid rush of holidays.

SCHOOL BOOKS WANTED

New and old School Books no longer wanted can be exchanged for desirable books of general reading. Send list, giving condition of books, to ANDERSON, 66 Reade St., New York, or 6 Washington St., Chicago, Ill.

CROCHETING.

Our Book of over 100 the stitches and complete instruction in the art of Crocheting and Knitting. We give directions for making several very handsome patterns of Window and Mantel Linings with cotton twine, and for Crocheting and Knitting more than fifty other useful and ornamental articles, including ragdolls, Lace Collars, Mittens, Gloves, Baby's Socks and Mittens, Afghans, Shawls, Quilts, Caps, Parasols, &c. It also gives instructions in Kensington, Aran and all other kinds of Knitwork, Lace Making, Rug Making, &c. Price 25 cts. Four for \$1.00. Book of 100 designs for Embroidering, Binding &c., 25 cents. The two above books, post-paid 50 cents.

Address: Patten Pub. Co., 47 Bowler St., N. Y.

DENTAL ROOMS

—OF—

DR. W. J. STEWART,

33d Street and 9th Ave.

RELIABLE WORK.

MODERATE CHARGES.

Plastic fillings for broken down and sensitive teeth a specialty.

